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Minister's Advisory Committee on Further Education

1984-1985
ANNUAL REPORT

PRESENTED TO

The Honourable Dick Johnston

MINISTER of
ALBERTA ADVANCED EDUCATION

Alberta
ADVANCED EDUCATION



ADVANCED EDUCATION
Minister's Advisory Committee
On Further Education

Devonian Building, East Wing, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L1

AUGUST 8, 1985

The Honourable Dick Johnston
Minister of Advanced Education
127 Legislature Building
Edmonton, Alberta
T5K 2B6

Dear Mr. Johnston:

I am pleased to submit for your review and consideration the 1984-1985 Annual Report of your Advisory Committee on Further Education.

To facilitate public participation on issues relating to Further Education, Public Meetings were held in Red Deer, Grande Prairie, Fairview, Manning, High Level, Fort Vermilion, La Crete and Jasper. Post-Secondary Institutions, Further Education Councils, voluntary agencies and the general public expressed their concerns and opinions in written and oral briefs. The written briefs are included as an Appendix to the report.

The report outlines the work of the Committee and the issues raised at the Public Meetings. Perhaps the main issue to bring to your attention is that of adult basic education which was one of the prime concerns brought to our attention during our visit to north western Alberta. Your Committee respectfully requests your considered attention to this and our other recommendations.

I also want to join with Ed Brandt, Peter Doonanco, Gordon King, Shirley McClellan, Vance Van Dam, and Barry Virtue, the other retiring members of this Committee, in thanking you for the opportunity to be of assistance to you as Minister of Advanced Education.

Yours sincerely,

John Tewnton, P.Eng.
Chairman
Minister's Advisory Committee
on Further Education

JT/mr

MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION

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MR. TONY POWELL EXECUTIVE SECRETARY (FROM OCTOBER 9, 1984)	EDMONTON

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STATEMENT AND RECOMMENDATIONS OF THE
MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION

During the year covered by this Report, the Minister's Advisory Committee On Further Education has continued to experience the vigour and vitality of groups and individuals engaged in Alberta part-time education. In excess of 35 written briefs and verbal presentations received attest to the ongoing commitment of agencies and volunteers to achievement in this field.

Since the first year of operation in 1972-1973, the number of courses offered through Further Education Councils in Alberta has grown from 2,200 to 22,990 in 1983-1984, an increase of more than 1,000%. Over the same period, the number of participants has increased from 28,200 to 343,635, an increase of more than 1,200%. In 1983-1984, one adult Albertan in every four (25%) took part in organized educational activities outside a full-time program, compared to a Canada-wide average of less than one adult in every

five (19%). Participation rates in Calgary and Edmonton reached 27%, the highest rate in Canada.¹

The Committee wishes to acknowledge the vital contributions made to adult education in the province by over 1,300 volunteers. Volunteerism has been a basic ingredient to the success of the Further Education program and without such assistance, thousands of rural Albertans would have been unable to take advantage of organized part-time educational courses.

The coordinating and facilitating role of the Department of Advanced Education, together with the services of those volunteers, and institutional and agency representatives, has continued to make the Further Education sector in Alberta an enviable

¹ Secretary of State: "One In Every Five: A Survey Of Adult Education In Canada": Department of the Secretary of State: Ottawa: 1984

success story. It is recommended that the Minister continue to support activities in this sector.

TOPICS ARISING OUT OF COMMITTEE HEARINGS

Many themes and issues were discussed at the hearings held by the Committee during the year. Happily, compliments on the achievements of the Department, and in particular those of Further Education Services, have far outweighed any criticisms. You will recall that three years ago, there were several complaints regarding Further Education Services. It is now clear that these concerns have been effectively handled by your Department. The officials and volunteers responsible for this change are to be congratulated. Also expressed in the presentations were compliments on the Program for the Professional Development of Further Education Coordinators. The development of such a Program was recommended in past years by this Committee, and we are very pleased to learn that it is working so well.

A major highlight of the year was the series of hearings in Northwestern Alberta. The work of the Committee was very considerably facilitated by Mr. Steve Pawlak, Mr. Richard Kushko and Mr. Terry Bryan of Fairview College. We would like to acknowledge their hospitality and guidance. We were very well received in all communities, and impressed by the high quality of educational opportunities and community inventiveness that was in progress under very difficult circumstances. Despite problems of distance, limited resources and personnel, it is clear that Further Education has many innovative practitioners in this region of the province. Fairview College is one of the several institutions reaching out forcefully and effectively to outlying students, and is deserving of commendation.

Prior to its hearings, the Committee studied the 1982 Report on Adult Education and Training in Northern Alberta. The Report indicated, and our hearings confirmed, that the system of Colleges, Alberta Vocational Centres, Community Vocational

Centres, Consortia and Further Education Councils is doing a good job with the available resources. Specific concerns were addressed by the Northern Alberta Development Council at their Workshop in June, 1982, and recommendations made, which we understand are being addressed by your Department. We would like to add our support to the Department's efforts in this area.

Among the points put to the Committee during the year was a concern with the emphasis on recreational and employment preparatory courses being offered in Further Education, and the comparative lack of courses related to education in good citizenship. The Committee felt that this situation was the result of market forces, but encourages institutions to continue to make citizenship courses available.

Another question raised was that of instructor compensation and alternative ways in which this could be improved. While the Committee considered this matter, it feels that the actual level of

compensation paid to instructors by Further Education Councils or Institutions must be a local decision. The question of paid educational leave for employees, to be financed by employers, was raised during the hearings. The Committee felt that such a question was beyond its terms of reference, and has made no recommendation on the subject. Encouragement should be given to Further Education Councils to broaden their bases of membership to provide education to all interested adult Albertans.

The question of effective Adult Basic Education in Northwestern Alberta was a recurrent theme. This has been addressed by the Committee in one of the recommendations submitted in this Report.

Finally, it was interesting and satisfying to see that Further Education Services, as recommended previously, is continuing to encourage Councils to accept greater responsibility for their own affairs and, in so doing, to become more autonomous.

The Committee wishes to bring to your attention the following specific comments and recommendations based on the briefs and presentations during the 1984-1985 year:

1. RECOMMENDATIONS OF THE NORTHERN ALBERTA DEVELOPMENT COUNCIL.

A comprehensive brief presented on behalf of the Northern Alberta Development Council (NADC) addresses many concerns related to Alberta's adult education system. While the focus of the brief was on Northern Alberta, your Committee feels that other isolated areas of the province have parallel needs. The recommendations contained in the NADC brief merit close consideration when plans for further improvement in the adult education systems are being formulated. These concerns include the drop-out rate, the costs of education, facili-

ties, equal opportunity, instructor expertise and support for adult leavers.

2. SUPPORT OF ADULT LEARNERS.

The needs in remote areas, which create special financial difficulties for students are reflected in substantial transportation and subsistence costs due to long distance travel. In general, the more remote the area, the higher the percentage of illiteracy. Long distances and loss of home support in the new environment indicate a need for higher subsistence allowances, to help alleviate the illiteracy, social and economic problems in these areas.

3. FINANCIAL SUPPORT FOR ADULT LEARNERS.

It was suggested to the Committee that training allowances for full-time

students in Northern Alberta are inadequate. Concern was also expressed that awareness of financial assistance programs to part-time students is not reaching its total target populations.

The Committee requests the Minister review these issues and confer with the appropriate Departments on possible solutions.

4. NEEDS OF UNDER-18-YEAR-OLDS.

Several submissions from Further Education Councils indicate that the needs of under-18-year-olds are not being completely met. Many adult education programs, if available, could meet adolescent needs.

RECOMMENDATION:

THAT CONSIDERATION BE GIVEN TO
GRANTING FURTHER EDUCATION COUNCILS

AUTHORITY TO ADMIT YOUTH TO SELECTED
ADULT PROGRAMS, OR PROVIDE PROGRAMS
TO YOUTH AS APPROPRIATE, PROVIDING
THERE IS NO ADVERSE IMPACT ON
COUNCIL BUDGETS (AND THE PROGRAMS
ARE NOT IN CONFLICT WITH ALBERTA
EDUCATION).

5. NEED FOR TRAINING PROGRAM FOR
INSTRUCTORS.

There are a large number of men and women in the province who have skills and knowledge that they are willing to share with others on a part-time basis, but they lack instructional resource materials and training in effective instructional techniques.

RECOMMENDATION:

THAT FURTHER EDUCATION SERVICES IN-
STITUTE AN AWARENESS PROGRAM TO A)

MAKE INSTITUTIONS AND AGENCIES AWARE
OF THESE NEEDS, AND B) MAKE FURTHER
EDUCATION COUNCILS AWARE OF EXISTING
RESOURCES.

6. ADULT BASIC EDUCATION.

A number of presentations were made to the Committee addressing the growing awareness of the adult literacy problem in Alberta. Many individuals believe that opportunities must be created to provide adult Albertans with "second-chance" education. There is an expectation that current funding will be inadequate as demand for literacy programs outpaces regular grant increases. A province-wide campaign to increase public awareness of adult literacy needs is encouraged. The need exists for a provincial Adult Basic Education policy that recognizes the following:

- a) the right of literacy students to remain anonymous;
- b) the creation of provincial curriculum guidelines with the provision of local selection of specific programs within the guidelines;
- c) the need to create a Grade Seven challenge examination for those students needing an equivalency diploma; and
- d) the urging of provincial social services agencies to direct their clients toward enrolling in Adult Basic Education programs with no threat to their social assistance benefits.

RECOMMENDATIONS:

THAT THE MINISTER OF ADVANCED

EDUCATION INITIATE THE CREATION OF A
PROVINCIAL CURRICULUM OR A SET OF
GUIDELINES FOR ADULT BASIC EDUCATION
THAT RESPECTS LOCAL AUTONOMY OF
IMPLEMENTATION.

THAT PROVINCE-WIDE AWARENESS CAM-
PAIGNS ON ADULT LITERACY NEEDS BE
SUPPORTED.

THAT CONSIDERATION BE GIVEN TO
INCREASING THE FUNDING FOR ADULT
BASIC EDUCATION PROGRAMS CONSISTENT
WITH THE INCREASED DEMAND.

7. FURTHER EDUCATION PROGRAMMING.

The Committee has considered the desirability of conducting a comprehensive review of the current programs and services for adult education in Alberta. It is recognized that the current Further Education system has been in place for over ten years.

During that time, many improvements have been made to reflect changing needs and circumstances, and to serve Alberta residents desiring Further Education opportunities. In addition, over the past ten years a number of new learning opportunities affecting adult education have been initiated. Some of these, such as the Consortia, teleconferencing and credit programming, have a direct impact on Further Education in this province.

Notwithstanding the effectiveness of the current program, in view of the changes in society's expectations, educational technology and the economic climate, it is not the time for complacency.

RECOMMENDATION:

THIS COMMITTEE RECOMMENDS THAT IT IS
TIMELY TO CONDUCT A COMPREHENSIVE

REVIEW OF THE FURTHER EDUCATION
SERVICES AND PROGRAMS, AND THEIR
RELATIONSHIP TO THE OTHER LEARNING
PROGRAMS AND SERVICES OFFERED TO
ADULT ALBERTANS.

8. LUMP SUM FUNDING.

Further Education Councils have demonstrated the ability to administer and allocate funding to meet the individual needs of their communities.

RECOMMENDATION:

IN ORDER TO REFLECT AND RECOGNIZE
THIS RESPONSIBILITY, THE COMMITTEE
RECOMMENDS THAT ALBERTA ADVANCED
EDUCATION CONSIDER AMALGAMATING THE
EXISTING ADMINISTRATIVE GRANT AND
PROGRAMMING GRANT, TO BE ISSUED TO
FURTHER EDUCATION COUNCILS IN ONE
SUM, AND TO BE ADMINISTERED BY THEM.

9. EDUCATIONAL FACILITIES IN SMALLER COMMUNITIES.

Provision of equal educational opportunities for all Alberta citizens is a worthy aim that should continue to be government policy.

Obtaining the use of adequate facilities is an ever-recurring problem. In many cases, Further Education Councils in the larger centres desire permanent classrooms and associated recreation, office and ancillary areas; in remote communities, participants would be content with any adequate space in which courses can be offered in a learning environment.

RECOMMENDATIONS:

THAT MULTIPLE USE OF EXISTING FACILITIES BE ENCOURAGED ON A COOPERATIVE BASIS WITH AGENCIES SUCH AS LOCAL

SCHOOL BOARDS, COMMUNITY ASSOCIATIONS, ALBERTA AGRICULTURE, ALBERTA MANPOWER, ALBERTA ADVANCED EDUCATION, ALBERTA SOCIAL SERVICES AND COMMUNITY HEALTH, AND OTHERS.

THAT INCREASED FUNDING FOR MOBILE LEARNING UNITS SHOULD BE MADE AVAILABLE AS FINANCES PERMIT.

10. ACCESS TO "ACCESS."

ACCESS Corporation has developed a project aimed at providing a variety of distance education courses and services to adult learners in Alberta. The ultimate objective is to provide quality educational experiences, independent of distance, within the learner's community at a time convenient to the learner.

The lack of educational facilities beyond junior high school level within

local communities in the North was found to be a significant factor in student decisions to leave the formal educational system. Between 85 and 97 percent of students in remote and isolated communities are included in this group.

A number of educational institutions including the Alberta Vocational Centres and the Community Vocational Centres are attempting to provide educational services to these students.

ACCESS training and professional development courses provide courses to groups and individuals via a combination of electronic and traditional channels, but are not equipped to reach all communities.

RECOMMENDATION:

THAT ALBERTA ADVANCED EDUCATION
REVIEW THE PROGRAMS AND SERVICES OF
ACCESS TO ENSURE THEIR AVAILABILITY
TO ALL ALBERTANS IN ISOLATED AREAS
AS WELL AS RURAL CENTRES.

SUMMARY OF RECOMMENDATIONS

NEEDS OF UNDER-18-YEAR-OLDS.

- THAT CONSIDERATION BE GIVEN TO GRANTING FURTHER EDUCATION COUNCILS AUTHORITY TO ADMIT YOUTH TO SELECTED ADULT PROGRAMS, OR PROVIDE PROGRAMS TO YOUTH AS APPROPRIATE, PROVIDING THERE IS NO ADVERSE IMPACT ON COUNCIL BUDGETS (AND THE PROGRAMS ARE NOT IN CONFLICT WITH ALBERTA EDUCATION).

NEED FOR TRAINING PROGRAM FOR INSTRUCTORS.

- THAT FURTHER EDUCATION SERVICES INSTITUTE AN AWARENESS PROGRAM TO A) MAKE INSTITUTIONS AND AGENCIES AWARE OF THESE NEEDS, AND B) MAKE FURTHER EDUCATION COUNCILS AWARE OF EXISTING RESOURCES.

ADULT BASIC EDUCATION.

- THAT THE MINISTER OF ADVANCED EDUCATION INITIATE THE CREATION OF A PROVINCIAL

CURRICULUM OR A SET OF GUIDELINES FOR ADULT BASIC EDUCATION THAT RESPECTS LOCAL AUTONOMY OF IMPLEMENTATION.

- THAT PROVINCE-WIDE AWARENESS CAMPAIGNS ON ADULT LITERACY NEEDS BE SUPPORTED.
- THAT CONSIDERATION BE GIVEN TO INCREASING THE FUNDING FOR ADULT BASIC EDUCATION PROGRAMS CONSISTENT WITH THE INCREASED DEMAND.

FURTHER EDUCATION PROGRAMMING.

- THAT IT IS TIMELY TO CONDUCT A COMPREHENSIVE REVIEW OF THE FURTHER EDUCATION SERVICES AND PROGRAMS, AND THEIR RELATIONSHIP TO THE OTHER LEARNING PROGRAMS AND SERVICES OFFERED TO ADULT ALBERTANS.

LUMP SUM FUNDING.

- THAT ALBERTA ADVANCED EDUCATION CONSIDER AMALGAMATING THE EXISTING ADMINISTRATIVE

GRANT AND PROGRAMMING GRANT, TO BE ISSUED TO FURTHER EDUCATION COUNCILS IN ONE SUM, AND TO BE ADMINISTERED BY THEM.

EDUCATIONAL FACILITIES IN SMALLER COMMUNITIES.

- THAT MULTIPLE USE OF EXISTING FACILITIES BE ENCOURAGED ON A COOPERATIVE BASIS WITH AGENCIES SUCH AS LOCAL SCHOOL BOARDS, COMMUNITY ASSOCIATIONS, ALBERTA AGRICULTURE, ALBERTA MANPOWER, ALBERTA ADVANCED EDUCATION, ALBERTA SOCIAL SERVICES AND COMMUNITY HEALTH, AND OTHERS.
- THAT INCREASED FUNDING FOR MOBILE LEARNING UNITS SHOULD BE MADE AVAILABLE AS FINANCES PERMIT.

ACCESS TO "ACCESS."

- THAT ALBERTA ADVANCED EDUCATION REVIEW THE PROGRAMS AND SERVICES OF ACCESS TO ENSURE THEIR AVAILABILITY TO ALL ALBERTANS IN ISOLATED AREAS AS WELL AS RURAL CENTRES.

1983-1984 RECOMMENDATIONS AND DEPARTMENTAL ACTION

The following recommendations submitted by this Committee in the 1983-1984 Report have been accepted and implemented. These include:

- That, if at this time, funding for Further Education Services and consequently the Further Education Councils, cannot be increased, it should at least be maintained at the same level.

Funding was increased by 2%.

- That the Minister remind post-secondary institutions of the importance of their public service role.

This was emphasized during Ministerial and Departmental visits to the Institutions.

- That the Department encourage further discussions of the long range plans for Advanced Education with the goal of better preparing Albertans to deal with issues that might affect their futures and the future of this province.

Further Education Services and the Alberta Association For Continuing Education have implemented more than twenty workshops on the issues surrounding lifelong learning.

- That the Department encourage and support increased research in areas of Adult Education, to be carried on by post-secondary institutions.

The question of Advanced Education's role in directing research is presently under review.

- That the Department continue to provide

strong support to the Consortia concept across the province.

This has been done, with the involvement of funding and personnel, and the availability of Departmental advice and support.

- That artificial geographical boundaries created by some Consortia be abandoned and that educational services (credit courses) be provided in communities where they are needed.

Consortia Boards have dealt with this issue and are acting accordingly.

- That Consortia continue to operate within their original mandate (credit courses programming).

Boards are aware of this, and are acting accordingly.

- That Consortia and Further Education Councils explore new areas of cooperation that would continue to complement their respective services to the community.

They are doing this. A sample result is the micro-network between Consortia, Further Education Services and Further Education Councils.

- That the post-secondary institutions involved in a Consortium make every effort to appoint a regular representative on their respective Consortium Board.

The institutions are doing this.

- The Committee endorses and recommends the implementation by the Department of the Consortium Conference recommendations.

This has been done. All Advisory Committee recommendations have been

reviewed and discussed by Consortia Boards, and where deemed necessary and practical, implemented. The Boards are very pleased with the effect of the Advisory Committee recommendations.

BRIEFS RECEIVED FROM

THE PUBLIC DURING

1984-1985

BRIEF FROM THE
ALBERTA VOCATIONAL CENTRE - CALGARY

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

OCTOBER 29, 1984

PRESENTATION TO MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION

I INTRODUCTION

Thank you for the opportunity to present this Brief to this particular committee on Further Education. In making this Presentation I realize that some of my points and concerns will not be within the particular mandate of this committee. I would therefore request that you pass them on to other Advisory Committees as may be appropriate. I should also point out that I was unable to obtain a clear statement of mandate for this or any other Advisory Committees. In any event, I hope that what I have to say is applicable to this and other advisory committees, also, to education in whatever form it is being discussed.

I make this presentation with a note of caution in light of the fact that I am doing so after only one month as President of the Alberta Vocational Centre in Calgary. Some of you know that for the previous six years I served as President of Fairview College in Northern Alberta.

My Brief will cover certain major topical areas including the nature of the Alberta Vocational Centre or AVC in Calgary, appropriate provincial statistical information, the nature of the student population at AVC, Calgary, enrolment information at AVC, and finally, specific areas of concern. Statistical information will play an important role in this presentation, however, I will try to not inundate you with such information.

I have with me further statistical information which I would be happy to refer to in the event you desire additional detailed information.

II ALBERTA VOCATIONAL (AVC), CALGARY

The AVC in Calgary is in a multi story building located in the heart of the city. It was built in the early 1970's for a total student capacity of 1250. As I will point out, this capacity has been exceeded to such a point that we are in desperate need of additional space.

Program offerings at the Centre include Academic Upgrading, Business Education, Registered Nursing Assistant, Building Service Worker, Emergency Homemaker, English as a Second Language, General Office Typist, Hearing Impaired Literacy Education, Indoor Plant Specialist, Blueprint Reading, Indoor Plant Care. In addition to these credit programs, there are numerous non-credit course offerings in the program areas already mentioned as well as in others. It is obvious from the nature of our programs that our responsibilities cover a broad range of concerns relating to basic education, post-secondary education, skills training and overall personal growth and development. It is also obvious from the nature of our programs that we are particularly concerned about opportunities for learners, especially adult learners, to re-enter the educational system at a time and level which meets their individual requirements.

In a very real sense we are dedicated to the education of the whole person. It could be stated that the AVC is a comprehensive institution, not in terms of programming possibilities or opportunities, but rather in terms of meeting the broad range of an individual's educational, cultural, economic and even spiritual needs.

With this in mind, I would not want our discussion today to get bogged down in terms of defining Further Education, Continuing Education, Life Long Learning, Comprehensive Education, Adult Education, mature student, or whatever. I prefer that we think of education as a whole rather than get into what I think is all too often unnecessary hair splitting.

III RELEVANT PROVINCIAL STATISTICAL INFORMATION

In order for you to better understand the nature of the AVC student population, it is important that I remind you of certain facts about Alberta and more particularly, the City of Calgary. The recently announced population of the greater Calgary area is approximately 620,000 persons. A significant number of these persons live below what is commonly termed the "poverty line." The Calgary population of low income people compose a good percentage of the 4 million Canadians (1 in 6 Canadians) who in 1982, according to the National Council of Welfare, lived on an income which was too low for such persons to meet their basic necessities.

That particular figure of 4 million Canadians presented a substantial increase of half a million men, women and children over the previous year of 1981. The risk of poverty has been going up for families, especially those led by women and young people and those with children to support.

According to the National Council of Welfare, the poverty rate for families with four or more children went from 1 in 4 in 1981 to 1 in 3 in 1982. In 1982 about 1.2 million children were in low income families. It should be emphasized that the debate over what is the right poverty line and the real number of poor people contributes little to an understanding of the economic situation of low income Canadians. Poverty lines really establish the upper limit of the low income population and most persons in the low income category, such as all welfare recipients, almost all minimum wage workers, the majority of single elderly persons and single parent families led by women, live on incomes that are substantially lower, even up to thousands of dollars than the poverty line.

To give you a clearer picture of what I am talking about, the low income levels for 1984 in the City of Calgary were as follows:

A family of one \$9900

A family of two \$13,063

A family of Three \$17,473

A family of four \$20,136

It doesn't take a financial wizard to understand the implications of these figures when it comes to meeting basic necessities. We also know from various reports and studies that a substantial number of persons in these financial situations lack the necessary education, social, vocational and other skills to enable them to increase their income. This is dramatically emphasized by figures released by Statistics Canada based on the 1981 National Census.

At a time of rapid and increasing changes in the economy due to technology, as well as the increasing demand for at least a high school graduation diploma and in the light of fewer jobs for persons without skills, the Statistics Canada figures are even alarming.

Let me more specific: In Alberta census division number 6, which includes Calgary, there were in 1981 approximately 515,000 persons fifteen years of age and over. Of this total, approximately 43,000 had less than a grade nine education. Another approximately 150,000 had an education which they completed somewhere in the high school level grades 9 through 12.

To be more specific, Calgary had a population of 460,000 fifteen years of age and over. Some 37,000 of these persons had less than a grade 9 education and another approximately 132,000 persons had an education which they completed somewhere in high school. In other words, approximately 170,000 persons out a total population of 460,000 fifteen years of age and over did not have a secondary school diploma.

Allow me now to direct your attention to the August 1984 Statistics Canada Report on the unemployment trends in Canada and its provinces. In August of this year there were 146,000 unemployed persons in Alberta. In this province there was in August an unemployment rate of 14.9% for persons 15 - 24 years of age, and an unemployment rate of 9.6% for persons 25 years of age and over. It is interesting to keep in mind the figures I just gave you about the educational background and relate those to the unemployment figures.

Let me be even more specific and point out that in August there was an unemployment rate of over 13% among persons in the province who had 8 years or less of education and an additional some 12% unemployment rate for persons who had completed or partially completed secondary school. In Calgary, this past August, there were 489,000 persons 15 years of age and over; 46,000 of these persons were listed as having been unemployed for an unemployment rate of over 12%.

Other reports indicate that some 240,000 adult Albertans in 1982, or 15% of the Alberta working age population, lacked the necessary communication skills, such as reading and writing, which are necessary to function adequately in today's world. It has also been reported that less than 2% of these persons are actually enrolled in such courses. We must also keep in mind that the Canadian Association of Adult Education takes the position that persons with only a grade 9 level of education are severely under educated and that persons with less than grade 5 are "functionally illiterate."

What I have said serves as a background for the nature of the general student population at AVC, Calgary.

IV INFORMATION ABOUT AVC, CALGARY STUDENTS

The information I have provided about Alberta and more specifically Calgary is even more relevant when you consider the following information about our students. This information is based on a 1983/84 sample of 5,341 full time students.

A. Sex distribution

Female 58.1%; Male 41.9%

B. Age Distribution

Approximately 50% of our students are within the age bracket of 19 through 24. The remaining students are in age categories ranging up to almost 70 years of age with a heavy percentage, about 45%, being in the age category 25 through 45.

C. Marital Status

Single 52.7%

Married 26.9%

Widowed .8%

Separated 8.2%

Common Law 4.1%

Divorced 7.3%

Another way of looking at these figures is to note that only approximately 30% of our students are considered to have a kind of marital status.

D. Number of Dependents

Approximately 3500 of the total number of students sampled did not have any dependents. Approximately 1700 students had 1, 2 or 3 dependents. The other students had 4 or more dependents.

E. Employment Status Prior to Enrolling

Unemployed 84.3%

Employed 15.7%

Approximately 900 students had a grade level of grade 8 or less. Approximately 50% of the students sampled had achieved a grade level of 9 or 10. Approximately 2000 students had achieved a grade level of 11 or 12.

F. Financial Status Prior to Admission

No benefits 68.8%

UIC 9.7%

Social Assistance 17.2%

Pension .5%

Support payments .7%

Other 3.1%

G. Student Support While Enrolled

AVT 51.5%

CEIC (Canada Manpower) 38.8%

Worker's Compensation .1%

Provincial 1.4%

Fee Payer 6.6%

Calgary Correctional Centre 1.6%

The significance of AVT financial support for students is apparent when you consider that during the pay period October 1, 1984 to October 12, 1984, a total of \$123,759 was paid to students through this support system. From the information I have just provided it is fair to conclude that 50% of our students function at the grade 9 or 10 level, are in an age span of 19 to 24 years of age, were unemployed prior to admission, are single and female. It should also be noted that male numbers are increasing.

Given the typical background of our student population, it is understandable that during the period July 1, 1983 to June 30, 1984, some 12,620 individual counselling sessions were held with prospective and enrolled student. Please note these are contacts by persons employed as counsellors and do not include the counselling and other support services provided to students by other members of the staff; nor does this figure provide the contacts the counselling staff have with outside agencies, career day participation, teaching responsibilities, etc.

It should also be kept in mind that our instructional and administrative staff are responsible for all students, full-time and part-time. The total student enrolment during the period April 1, 1983 through March 31, 1984 (our fiscal year) was 15,692 students.

H. Current Enrolment and Waiting Lists

The enrolment of AVC, Calgary as of October 25, 1984, was 3,397 students. Of this total, over 3000 students take courses at the downtown centre in the facility which I indicated previously was constructed for 1250 students.

At the present time there is a waiting list of over 3000 students. Assuming a 1/3 attrition of that waiting list there are at least 2000 students that could register immediately if we had the space, equipment, instructional and other staff. In addition to that particular total, Canada Manpower has informed us that they have a waiting list of 523 students for English as a Second Language. This figure is increasing at a rate of 50 per month. We have just this past week or so agreed to enroll an additional 345 students into English as a Second Language using a facility provided by the Calgary Public School Board. These 345 students are not included in the Canada Manpower figure I just gave you.

V. MAJOR AREAS OF CONCERN

A. Waiting Lists

I have already referred to the number of students on waiting lists. These lists continue to increase rather than decrease. A definite plan, probably a provincial plan, should be put in place to meet the needs of the many persons on such lists. The needs will vary considerably and will have to be met in a variety of ways, including what are commonly termed credit and non-credit courses. A provincial plan is even more imperative when you consider that various educational institutions, departments, agencies and so on are wrestling with both needs identification and the meeting of those needs. There is an apparent duplication of effort and the consequent wasting of time, energy and dollars, and I am sure the fact that certain groups are being left out of any planning. It might well be that there are persons that these various institutions and so on are unaware of.

B. Funding Flexibility

I understand the major focus at AVC has been funding for the full-time student. However, various studies and reports indicate that there is an increasing number of part time learners. It is the part time learner that so often does not have ready access to funding and forms of support. It should be noted that private vocational schools or 'colleges' often have greater access to provincial and federal funding than do institutions such as the AVC's and colleges.

The current total manpower budget at AVC, Calgary is over \$6 million. Of this total, just over \$700,000 has been allocated to contract employee. It is the major source of funding for our continuing education or part-time students. In other words, about 12% of our total budget is assigned to part-time learners. There is little room to maneuver in terms of using this base budget money because of the inflexibility which prohibits transferring funds so that they can be used for part-time students.

Of course the problem is further compounded by the fact that we have long waiting lists for full-time programs and our budget resources can be more than used up in meeting those particular needs. One of the greatest requirements is that we have money allocated specifically for continuing education and the part-time learner.

This is not a new request, as you know. Presently, AVC's, colleges and universities have argued for many years that money should be directly allocated for part-time students. A number of benefits would result from this new financial thrust, including providing a better screening procedure before students enter full-time programs, permitting students to meet their educational goals without interrupting employment, families and other responsibilities, greater flexibility in the utilization of equipment and physical plants, greater flexibility in terms of scheduling courses, utilizing distance delivery and other forms delivery techniques, and, of course the enrolment of a greater number of students.

I should add at this point that there should also be a provincial commitment of research money to the development and use of high technology learning and delivery systems relevant to the needs of the students I have been discussing and, of course, also relevant to the mandate of the Alberta Vocational Centre.

C. Program Planning

From what I have stated previously, it should be apparent that the typical AVC student has a background of failure or at least perceived failure, minimal education, a poor employment history, social or family problems, anxieties and concerns, and an overall pattern of a failure to cope. It is therefore critical that the programs at AVC deal with matters such as the lack of confidence, defeatism, inability to solve problems and make wise decisions, poor interpersonal and communications skills, lack of knowledge about available services, neglected physical and spiritual health, learning problems, stress, a high dependency on

other persons, a lack of discipline and so on. Courses and programs must cover topics ranging from "process" skills, such as thinking, cognition, learning through purchasing and budgeting, interviewing, the completion of income tax, passport or other kinds of forms, social skills and good health to the fine honing of vocational skills and abilities. This can only be done through adequate funding, as already noted, but it also must be done in the context of wise, efficient, long range planning.

Although we are eager to meet needs as brought to us, and even when funding to meet those needs is immediately available, it is often very difficult to put in place an adequate program at the last minute. It is also difficult to plan and make the necessary adjustments when agencies such as CEIC (Canada Manpower) decide on very short notice to not fund the number of students that we had been planning for. A good example of this is the recent decision by CEIC to, in a somewhat arbitrary fashion and at the last minute, to not purchase seats for our July, November and December Business Education programs. I realize that CEIC as an agency must work within certain parameters, but what I am saying relates to my previous comment about long range and provincial planning.

In this context, what has happened in Alberta is a reflection of the federal governments revised National Training Act of 1982 and the periodic updating of priority programs on a national basis which qualify for Skills Growth Funding. Business Education programs no longer qualify as they once did, as a high priority areas, except as these programs relate to the use of modern technology, such as word processors and micro computers. Naturally, in order to meet this requirement, an institution such as ours must have the necessary equipment. I will address this shortly in my Presentation.

D. Space

I had already indicated that we are hard pressed in terms of the space we have in our downtown centre. We do rent additional space throughout the city. We also lease space from various towns through arrangements with the Chinook and Big Country Consortia.

At the present time, our planning for 1985 has been extremely hampered by the slow response of Advanced Education officials to our request for additional space in close proximity to our downtown location. The space we are requesting is ideally located for a number of reasons which I would be happy to discuss with this committee.

E. Up-to-Date Equipment

In one month, it has become apparent to me that the AVC, Calgary lacks the necessary modern equipment for both instructional and support services. I would be somewhat dramatic, I guess, in saying that we are still in the dark ages when it comes to having available what is taken for granted in so many other educational institutions, as well as in business and industry.

F. AVC Identity

The words "vocational centre" are very unclear in terms of indicating what the Alberta Vocational Centre really does. There are all kinds of centres in the province which lead to confusion, including the Remand Centre, which is directly across the street from AVC, day care centres and, of course, the correctional centres which were rather recently termed centres rather than institutes.

The word centre has a negative connotation, even if the persons are aware of the Vocational Centre. Students would like to feel that they are at an educational institution and therefore the word 'college' has been suggested as a replacement for the word centre. This term would certainly be in keeping with the label used for post-secondary educational institutions used throughout North America.

The word "vocational" is very limited in terms of connotation and can be also be misleading. This is true when you consider the nature of the programs offered by AVC.

Attention should be given to the titles of these institutions throughout the province. At the same time, it is my intention to do all I can to promote the identity and nature of the AVC because I find that we are not particularly well known in and around Calgary. Tied to the name change, I think, should be a consideration of the nature of governance. A thorough study should be done of governance

at the AVC's throughout the province with a view to determining if they are better governed under the present arrangement than they would be under a Board of Governors or other organizational and structional arrangements.

Our present downtown facility lacks adequate student lounge and recreational space. In fact, the building has been renovated to such an extent that lounge and office space has been utilized for instructional and other purposes. I have no objections to renovations in order to make better use of space, however, I think something must be done to provide better lounge and recreational space for students, in particular.

VI SUMMARY

I have done my best to highlight the nature of AVC, Calgary and some of my concerns based on one month in my new position of President. I realize that not everything that I have said falls within the direct responsibility of this committee as I understand its mandate. However, I hope you will pass on my comments to appropriate officials and other Advisory Committees or suggest to me where I might pass them on directly myself.

In making this Presentation I wish to express appreciation to the several members of the AVC, Calgary instructional and administrative staff for their comments and suggestions for this paper. I will take full responsibility if I have misinterpreted them but I do want you as a committee to know that what I have said is based on more than my limited personal observations and conclusions.

Thank you again for this opportunity. I would be happy to respond to any questions or comments which you might have.

SUBMITTED BY:

DR. FRED SPECKEEN, PRESIDENT
ALBERTA VOCATIONAL CENTRE
CALGARY, ALBERTA

BRIEF FROM THE
DIVISION OF CONTINUING EDUCATION
LETHBRIDGE COMMUNITY COLLEGE

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

OCTOBER 29, 1984

"A Network of Services Enhanced By
Advancements in Technology"

In order to become more responsive to the needs of the adult learner in this information age characterized by change and adaptability, we find ourselves at a new threshold in the delivery of educational services. Educational programs must be provided at a time and location as well as in a manner that will facilitate the learning needs of adults. Learning opportunities must become available to individuals regardless of distance from an educational institution or the number of individuals requiring and potentially benefitting from a specific educational activity.

Society is in an information age resulting in an increase in the volume of information that people require and also an increase in the need to have this information available to individuals who may require it. The knowledge that is being sought may be of general interest or may be vital to pre-employment or in-service training or updating existing skills.

Educational research points out the need to expand the boundaries of educational delivery from the traditional classroom and instructor to alternate modes of delivery enhanced by electronic technology in order to more adequately provide educational opportunities, whether in a group setting or on an individualized basis. Distance education and educational outreach, facilitated by technology are a reality.

Adult learners, more than ever before, are requiring specialized content, delivered in a manner that is readily accessible to them as their needs are identified. All sectors of the population are awakening to the need for education to remain current and informed.

Further, the Alberta White Paper on an Industrial and Science Strategy recognizes the need to keep Albertan's current in the use of and application of high technology. In addition to maintaining our skills in the use and application of high technology, we need to better utilize such technology for the delivery of educational activities.

Colleges and others involved in the development and delivery of educational activities, are experiencing an increased demand in activities designed to meet specific needs, on an individualized or small group basis. Better use of the electronic technologies to provide the services that are required for these "new students" of the information age, as well as meet the pressing needs of business, industry and agriculture must be developed and deployed to potential learners.

One way to facilitate alternate delivery modes utilizing electronic technology to ensure that educational opportunities are available to all Albertans is to develop networks of learning centres situated in rural communities and coordinated by community colleges. This is consistent with the role of the community college, which is to be "a strong force in the community by expanding the borders of educational opportunities for adults ... The College will provide educational leadership,

bringing to the forefront the latest knowledge and skills pertinent to the needs of agriculture, business, industry, service agencies and the community" (Lethbridge Community College Mission Statement).

The Lethbridge Community College, given adequate resources, is proposing the development of a network of learning centres and mobile learning systems. Learning centres, for the purpose of this proposal, are identified as facilities accessible in communities to assist adults in the acquisition of appropriate knowledge and skills that affect and influence their lives. An alternative to institutional or campus-based programs, a learning centre helps people to develop knowledge/skills through appropriate educational activities designed to be accessible at a time and in a format appropriate to the learner's needs. Further, it is important that learning centres be able to deal with the individual in terms of his or her needs, not in terms of a predetermined focus on what a particular institution or institutions can provide (Gordon Selman, Local Learning Centres). Another characteristic of learning centres is that they facilitate networking for learner interaction and for sharing of instructional resources.

Appropriate funds are needed to develop such learning centres in rural communities desiring access to the program resources of the College. Such funds would be used to develop the following resources to enhance adult learning on an individualized basis.

- 1) learning modules
- 2) individualized instruction programs
- 3) computer access to information and instruction
- 4) access to college instructional resources, both human and material

Learning centres would be provided with the latest in computer hardware and courseware for program delivery in the CAI and CML delivery modes as well as via teleconferencing. This is to supplement and/or expand existing delivery modes. In this way, learning centres facilitate learning in many program areas, with materials accessible at times convenient to the learner. Each learning centre would be staffed with a coordinator whose role is to:

- 1) assess the learning needs of adults in the community
- 2) coordinate instructional materials at the centre
- 3) interface with the local Further Education Council and/or Educational Consortiums
- 4) interface with the College

The College would also like to develop mobile learning systems or learning depots. A learning depot is a training centre developed to meet specific training needs, and situated on-site in the community. A learning depot exists only for the duration of the specific training event after which time the training materials are returned to the learning centre or College. Again, funds are required to provide the necessary hardware and courseware for these mobile learning systems.

CONCLUSION

In the United States and Canada, enrollments of full-time students are being surpassed by part-time adult learners, enhanced by the thrust of providing in-service and specialized training for professionals, paraprofessionals and the adult community at large.

Learning centres, enhanced with mobile learning systems will facilitate individualized instruction in community sites or in the work place. The provision of appropriate instructional materials to facilitate a wide range of training needs, must be made accessible to adult learners at a time and in a format most appropriate to their individual needs. Such training will be supported by CAI, CML or alternate delivery modes such as instructor-based, on-site or teleconferenced instruction. The result of such training opportunities will be a better informed population with skills currently in demand.

The Lethbridge Community College is presently seeking funding for the development of learning centres and learning depots in Southern Alberta. It is the recommendation of this College that the concept of Learning Centres be investigated by Alberta Advanced Education as a province-wide alternative to facilitate College credit program outreach.

ref/TD364

BRIEF FROM THE

RED DEER COLLEGE

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

OCTOBER 29, 1984

MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION

Red Deer College welcomes the opportunity to present a brief to the Minister's Advisory Committee on Further Education. As a comprehensive Community College, Red Deer College is committed to the concept of life-long learning. In fact, the core Mission Statement of the College states:

Red Deer College is a comprehensive Community College committed to learning as a life long enrichment and career development process.

Furthermore, to ensure that the College is responsive to the larger Community of Central Alberta, the Board of Governors of the College ensures that there are lay members on the Board that represent the regions outside the City of Red Deer. Also, the College has representation on the various Further Education Councils of the region as well as representation with other groups.

Within the context of this commitment to life long learning and further education, the College welcomes the opportunity to make the following recommendations:

1. OFF CAMPUS GENERAL INTEREST COURSES

The College believes that the most effective vehicle for meeting the needs of off-campus locations for general interest courses is through the Further Education Councils. The Councils should have the major role in assessing needs, designing and implementing courses for their respective area. The role of the College should be to assist and support the Councils in accomplishing their objectives. If the Councils identify specific needs which exceed their capabilities and resources, then the College should assist in the design and implementation of courses in these areas.

2. OFF-CAMPUS CREDIT COURSES & PROGRAMS

During the past decade, the College has endeavored to meet the needs of off-campus locations by offering a significant number of credit courses from a variety of programs. Primarily these credit courses have been offered in Stettler, Ponoka, Rocky Mountain House, Drumheller, and Innisfail. During the past three years the College has offered entire credit programs in some of these locations. These latter offerings of entire programs have been funded by the Big Country Educational Consortium. Essentially what we have done is to replicate the specific Red Deer program (e.g. Business Administration) in an off-campus location (e.g.

Stettler). The cost per graduate has been extremely high, often two or three times more expensive than the cost per graduate from the same on-campus program in Red Deer. The reasons for the high cost are obvious. Two organizations are involved in offering the program, the College and the Big Country Educational Education Consortium, and this results in significantly higher costs. The method of delivery is essentially the same as in Red Deer and this, coupled with the relatively small classes, results in a very high average cost per graduate.

The College is extremely interested in researching and designing alternative methods of delivering credit courses and programs to off-campus locations. We believe that there are more effective and cost efficient methods for meeting the important off-campus needs. However, at present, the College does not have resources available to accomplish these objectives. We would recommend that additional funds be made available to interested colleges to finance the research, design and delivery of off-campus courses. We believe that an investment now would provide significant savings in the future in the form of more cost effective delivery of off-campus programs.

3. LIFE-LONG LEARNING

Large numbers of full-time employees in various professions and in business and industry require substantial training in order to maintain and enhance their effectiveness. Rapid technological advancements in areas such as computing, word processing, as well as the relative short life of technical knowledge in other areas combine to create a critical need for more updating and upgrading. We believe that Community Colleges must play a major role in meeting this challenge. At present, there is no mechanism for funding these updating programs.

We recommend that additional funding be made available to colleges interested in designing and delivering effective programs in this area. This would include packaging and/or repackaging of existing programs and modifying the delivery systems to meet the specific needs of this group of students. Once again we think that an investment now will provide significant returns in the future. The major objective would be to develop a system which can identify and respond to needs as they develop.

In closing, Red Deer College would like to thank the Committee for this opportunity to provide feedback. We would encourage the Committee to take a broad view of adult and further education and assist all constituent institutions and groups in addressing the educational needs of Albertans.

UPDATE FROM THE
L.I.F.E. EDUCATION COUNCIL
MEMBER OF THE
STRATHCONA FURTHER EDUCATION COUNCIL
SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

OCTOBER 29, 1984

TO: THE MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION,
Department of Advanced Education

FROM: L.I.F.E. EDUCATION COUNCIL, member of the Strathcona
Further Education Council

RE: Your request for data and statistics of people with major health and social problems that could be prevented by adult courses focusing on interpersonal skills.

MARITAL BREAKDOWN

Canadian figures indicate that 40% of all marriages end in divorce.¹ Statistics from our counselling program indicate the four major causes of marriage breakdown are:

- a) communication between partners, b) money, c) sexual dysfunction,
- d) communication with extended family.

We believe that competent instructors can impart knowledge and skills in these areas which then become powerful tools in prevention. Examples of courses we are aware of: Fight Fairly in Your Family, Relationship Tune Up (Marriage Enrichment), Of Course I Can, Making Contracts with Teens, Family Financial Planning, Your Sexuality.

FAMILY VIOLENCE

Canadian figures indicate that 1 in 10 women are abused by their husbands.² There are no statistics indicating how many women abuse their husbands. Child abuse by either parent reported in Alberta in 1982-83³ is: child neglect 7,000 cases, physical abuse 2,065 cases and sexual abuse 667 cases (47% of a random sample of adult women had experienced sexual abuse before the age of 18).⁴ The most frightening statistics are shown through a 1970's report that 60% of all homicide victims were killed in a family context, of these 1/2 were wives killed by husbands.⁵ (It is interesting to note that a far smaller percentage than expected are under the influence of alcohol at the time of the battering.)⁶

It is obvious from these stats that people have not learned to handle their anger and manage conflict positively. Courses that we are aware of that address these problems are: Channeling Your Child's (Husband's) Interests, Assertiveness, Stress management, Self Esteem a Family Affair, Parenting.

STRESS RELATED DYSFUNCTIONS

It is now being discovered that everything from suicide to headaches are stress related responses of the body. This category covers a wide range of physiological as well as emotional responses. It is only recently that doctors are beginning to acknowledge that the emotional/psychological events in one's life predisposes one to physical illness. We maintain the fact that knowledge and skills are powerful tools in prevention. Managing stress is a skill that can be learned. Effective stress management takes us far beyond symptom relief. It actually releases energy and increases our creative capacity to learn, perform and contribute to the welfare of others. Courses we are aware of that address these stress related problems are: Stress Management, Dream Analysis, Time Management, Assertiveness, Effective Speaking, Shyness..., What To Do About It, Relaxation through Self Hypnosis, Massage and the Touch of Health.

Data & Statistics

June 1, 1984

We believe that essential knowledge and skills in interpersonal dynamics should be a prime target for life long learning. As individuals become more skillful in communication, stress management, parenting etc., they become teachers/models to their children and thereby a cycle of prevention is established. It must be recognized that the very nature of prevention is long term and, therefore, the present secondary and tertiary systems that are in place will not be eradicated in the immediate future. The costs to society are incalculable. Canadian Mental Health found "that the financial costs to industry of absenteeism alone continued to exceed several hundred's of millions of dollars annually. A large percentage of this figure can be ascribed to symptoms of stress, alienation, alcoholism and mental disorders". Within Canada the loss due to the number of days of absenteeism in 1974 was estimated to cost 425 million dollars. "In the U.S.A. the National Institute of Mental Health estimates that depression costs 20 billion dollars every year in treatment and lost productivity. Medical experts world wide assert that depression is on the rise".

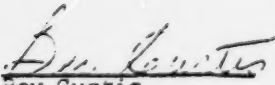
The Department of Further Education, through its many hosting authorities, can help prevent these social problems by:

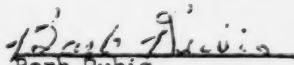
1. developing and implementing a local and provincial system for training instructors/facilitators in the field of adult education, focusing on interpersonal skills and
2. that the grant per hour of instruction of interpersonal skills be increased automatically from \$8.00 to \$15.00 as proof that Further Education recognizes the lack of interpersonal skills as a basic community social problem facing all Albertans.

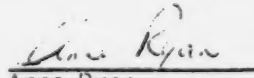
We enclose a copy of What You Should Know About Alberta Children and Their Families The Darker Side from our library. It is full of statistical information about Alberta families. Please return the book at your earliest convenience. Enclosed is a copy of the letter from which the inference re: "special (social) issues" (c) from the bottom of page 1 to the top of page 2) receiving funding was taken. The directive is not there but Mr. Sime, Chairman of our Further Education Council, requested that we look at all our courses to see those which could lessen or eliminate a grant, thus freeing monies for more pressing "social problems" to be addressed.

We thank you for your interest and hope that this "drop of information" will assist you in stemming the tide of problems that are on the horizon and need to be dealt with immediately. We look forward to your recommendations to the Minister on these issues.

Respectfully submitted for the L.I.F.E. Education Council


Bev Curtis


Barb Rubis


Anne Ryan

Encl.
jb

FOOTNOTES:

¹ Chatelaine May '84

² Health & Welfare Canada 1983

³ Alberta Social Service Community Health Child abuse registry

⁴ Study by Diana Russell with Health & Welfare Canada findings were of a random sample of 930 adult women 16% experienced in intra familial sexual abuse, 31% extra familial sexual abuse.

⁵ From "First Reading" a newsletter from Edmonton Social Planning Council, February '84.

⁶ From the R.C.M.P. in Strathcona County in 1982 - 83, of all reported cases only 34% were alcohol or drug related.

⁷ Study by T. Homes and M. Masuda "Psychosomatic Syndrome" - Psychology Today April '72.

⁸ Sanderson '79 and Katz '80.

⁹ Statistics Canada in pamphlet "One of Eight, Mental Illness in Canada".

¹⁰ McLeans March '84 - The Agony of Depression.

BRIEF FROM THE
STRATHCONA FURTHER EDUCATION COUNCIL

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

OCTOBER 29, 1984

BRIEF TO THE MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION

PRESENTATION: A.A.C.E. FALL WORKSHOP - OCTOBER 29, 1984

TO: Minister's Advisory Committee on Further Education
Department of Advanced Education

FROM: Strathcona Further Education Council

On May 7, 1984 there was a presentation made to you from the L.I.F.E. Education Council, a member of the Strathcona Further Education Council. This presentation was made to you with approval in principal from the Strathcona Further Education Council but had not been fully endorsed at the date of the presentation. This is an attempt to update that submission.

On August 24, 1984, at a regular meeting of the Strathcona Further Education Council, that brief was discussed fully and the following is the recorded portion from that discussion:

A. Ryan highlighted the brief submitted to the Minister's Advisory Committee on Advanced Education by the L.I.F.E. Education Council, a copy of which was attached to the meeting agenda. The Committee subsequently requested additional information and a copy of this was distributed. The report dealt with the focus of development of interpersonal skills (marital breakdown, family violence, stress related dysfunctions) and contained the following recommendations:

1. That the Department of Advanced Education develop and implement a local and provincial system for training instructors/facilitators in the field of adult education, focusing on interpersonal skills.
2. That the grant per hour of instruction of interpersonal skills be increased automatically from \$8.00 to \$15.00 as proof that Further Education recognized the lack of interpersonal skills as a basic community social problem facing all Albertans.

Discussion followed. It was recognized that a new instructor fee grant category should be established at \$15.00 per hour but that this would take from other areas in that it would come out of the general "pot". If adopted provincially the recommendations would be of benefit to rural communities.

The following motion was passed:

MOVED by A. Ryan, SECONDED by N. Sobkow, that the Strathcona Further Education Council accept as their position the recommendations contained in the L.I.F.E. Education Council brief to the Minister's Advisory Committee on Further Education. CARRIED.

While the recording of the minutes reflects the discussion, it does not indicate the total concerns expressed centering mainly on instructor training. All of the Strathcona Further Education Council members felt the instructors they hired, while competent to instruct their subject, were lacking in skills to instruct adults. The Council felt that this follow-up presentation should reinforce the need of a provincial system for training all instructors of adults, particularly the non-credit instructors.

The Strathcona Further Education Council recognizes that to institute a provincial system of instruction will take time. The Council has commissioned Anne Ryan to investigate "Sharing Your Skills - Teaching Adults", a slide tape presentation from ACCESS, as a possible tool for use within the Strathcona Council area.

It is anticipated that at the December 6, 1984 meeting of the Strathcona Further Education Council a decision will be made with respect to setting up an instructor's training program for this Council's instructors. It is expected the training program will commence early in the new year.

The Strathcona Further Education Council would again like to stress the recommendations set forth from the L.I.F.E. Education Council stating:

1. That the Department of Advanced Education develop and implement a local and provincial system for training instructors/facilitators in the field of adult education, focusing on interpersonal skills.
2. That the grant per hour of instruction of interpersonal skills be increased automatically from \$8.00 to \$15.00 as proof that Further Education recognized the lack of interpersonal skills as a basic community social problem facing all Albertans.

It is requested that these recommendations be considered more fully by the Minister's Advisory Committee and be acted upon according to their judgements.

Respectfully submitted

Anne Ryan
for Strathcona Further Education Council

rmr:

BRIEF FROM THE
COUNTY OF LACOMBE FURTHER EDUCATION COUNCIL

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

OCTOBER 29, 1984

LADIES AND GENTLEMEN

THE COUNTY OF LACOMBE FURTHER EDUCATION COUNCIL APPRECIATES THE OPPORTUNITY TO ADDRESS THE MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION. THROUGHOUT THE PAST DECADE THE LACOMBE COUNCIL HAS BEEN KEENLY AWARE OF THE NEED TO PROVIDE INPUT AT ALL LEVELS IN ORDER TO ASSIST DECISION-MAKERS IN EXAMINING ISSUES FROM A VARIETY OF PERSPECTIVES.

IN THIS CURRENT SUBMISSION THE LACOMBE FURTHER EDUCATION COUNCIL WISHES TO ADDRESS SIX ISSUES:

1. FUNDING FOR NON-CREDIT PROGRAMMING

THE COUNTY OF LACOMBE FURTHER EDUCATION COUNCIL IS KEENLY AWARE OF THE VALUE OF NON-CREDIT PROGRAMMING. THE NOTION THAT LEARNING IS VALIDATED BY THE ATTACHMENT OF CREDITS HAS NOT BEEN SUBSTANTIATED BY EXPERIENCE. SIGNIFICANT LIFE SKILLS AND PERSONAL SKILL DEVELOPMENT AVAILABLE THROUGH NON-CREDIT OFFERINGS HAVE HAD A SIGNIFICANT IMPACT ON THE LIVES OF MANY ALBERTANS. HOWEVER, ALBERTA IS A RELATIVELY SPARSELY POPULATED PROVINCE. A LARGE PROPORTION OF THE POPULATION LIVE IN URBAN AREAS. ESPECIALLY FOR RURAL DWELLERS, COSTS OF PROVIDING LEARNING OPPORTUNITIES CAN BE PROHIBITIVE. THE LACOMBE FURTHER EDUCATION COUNCIL WOULD WELCOME A RE-AFFIRMATION BY THE MINISTER OF THE PRINCIPLE OF EQUAL OPPORTUNITY FOR ALL ALBERTANS.

2. DEMAND FOR LEARNING OPPORTUNITIES

THE LACOMBE FURTHER EDUCATION COUNCIL HAS NOTED A SHIFT IN THE DEMAND FOR COURSES THAT MIGHT BE OF INTEREST TO THE ADVISORY COMMITTEE AND THE MINISTER. THERE APPEARS TO BE A SHIFT FROM LEISURE-ORIENTED, FULFILLING TIME DEMANDS TO SKILL/WORK RELATED COURSES THAT MEET SPECIFIC NEEDS. FAMILIES, IN RESPONSE

TO CHANGING ECONOMIC CONDITIONS ARE NEEDING TO ACQUIRE SKILLS THAT ASSIST THEM IN BECOMING MORE SELF-SUFFICIENT.

ALSO, FAMILIES ARE SEARCHING FOR MORE SKILLS THAT WILL BE OF BENEFIT IN STAYING CLOSER TO HOME FOR LEISURE PURSUITS AND THAT ENABLE MORE PARTICIPATION BY ALL MEMBERS OF THE FAMILY. IT IS THE OPINION OF THE LACOMBE FURTHER EDUCATION COUNCIL THAT RE-ENFORCEMENT OF THE VALUE OF THE FAMILY UNIT IS A USEFUL AND VITAL ROLE FOR FURTHER EDUCATION COUNCILS TO PLAY.

3. ADMINISTRATIVE COSTS

THE LACOMBE FURTHER EDUCATION COUNCIL IS PROUD OF THE FACT THAT THE NUMBER AND VARIETY OF COURSES HAS INCREASED DRAMATICALLY IN THE PAST FEW YEARS. THIS HAS BEEN DONE IN SPITE OF A LACK OF CORRESPONDING INCREASES IN THE LEADERSHIP AND ADMINISTRATIVE GRANT FROM THE PROVINCIAL GOVERNMENT. NO DOUBT THE ADMINISTRATIVE COSTS OF FURTHER EDUCATION PROGRAMMING IS AMONG THE LOWEST IN THE EDUCATION FIELD. THE TIME HAS COME FOR THE PROVINCIAL GOVERNMENT TO RE-EXAMINE ITS COMMITMENT TO FURTHER EDUCATION COUNCIL ADMINISTRATIVE COSTS.

IT IS ALSO APPROPRIATE TO RECOGNIZE THE CONTRIBUTION OF SCHOOL BOARDS AND LOCAL GOVERNMENTS. IN THE CASE OF LACOMBE COUNTY ALL FACILITY COSTS FOR OFFICE AND PROGRAMS ARE BORNE BY THE TOWN AND COUNTY OF LACOMBE AND THE COUNTY OF LACOMBE SCHOOL DIVISION. THE PROVINCIAL GOVERNMENT SHOULD JOIN IN THIS RECOGNITION.

4. COMPUTER PROJECT

FURTHER EDUCATION SERVICES HAS EMBARKED ON A COMPUTER PROJECT ON A PILOT BASIS. THIS MICRO-PROJECT IS AN INNOVATIVE, FUTURE-ORIENTED THRUST BY FURTHER EDUCATION SERVICES. THE LACOMBE FURTHER EDUCATION COUNCIL IS PROUD TO BE A PART OF THIS PROJECT AND

URGES THE MINISTER'S ADVISORY COMMITTEE TO ENSURE THAT ADEQUATE RESOURCES ARE ALLOCATED TO THE PROJECT IN ORDER TO PERMIT ADEQUATE FOLLOW-UP SUPPORT.

5. ADVISORY COMMITTEE FOR PROFESSIONAL DEVELOPMENT FOR COORDINATORS

THE ROLE OF COORDINATOR HAS EVOLVED TO MEET THE CHANGING NEEDS OF FURTHER EDUCATION COUNCILS AND COMMUNITIES. AS FURTHER EDUCATION COUNCILS FACE INCREASING DEMANDS FOR ADAPTABILITY AND FLEXIBILITY IT IS IMPERATIVE THAT COORDINATORS BE ENCOURAGED TO REMAIN IN THEIR POSITIONS LONGER AND TO DEVELOP NEW SKILLS THAT WILL ENABLE THEM TO ASSIST COUNCILS IN ADAPTING TO OUR FAST CHANGING WORLD.

THE ESTABLISHMENT OF THE ADVISORY COMMITTEE FOR PROFESSIONAL DEVELOPMENT FOR COORDINATORS IS A POSITIVE MOVE IN THIS DIRECTION. THE MINISTER'S ADVISORY COMMITTEE SHOULD URGE THE MINISTER TO ENSURE THAT ADEQUATE RESOURCES ARE ALLOCATED TO THIS VITAL PROJECT.

6. COMMUNITY COLLEGE/FURTHER EDUCATION COUNCIL RELATIONSHIP

BY DEFINITION, COMMUNITY COLLEGES SHOULD BE AVAILABLE TO LOCAL COMMUNITIES TO ASSIST IN EFFORTS IN CONTINUING EDUCATION AT THE COMMUNITY LEVEL. COLLEGES HAVE PHYSICAL AND HUMAN RESOURCES THAT CAN BE VALUABLE FOR THE LOCAL ADULT EDUCATORS AND THE COLLEGES SHOULD BE ENCOURAGED TO MAKE THESE RESOURCES AVAILABLE. WHILE IT IS IMPERATIVE THAT FURTHER EDUCATION COUNCIL AUTONOMY BE RESPECTED, THERE IS A VALUABLE ROLE FOR COLLEGES TO PLAY IN FACILITATING AND SUPPORTING LOCAL EFFORTS.

THE MINISTER SHOULD BE ENCOURAGED TO ASSIST COMMUNITY COLLEGES IN THIS ROLE AND TO STRUCTURE COLLEGE FUNDING APPROPRIATELY.

THE COUNTY OF LACOMBE FURTHER EDUCATION COUNCIL IS GRATEFUL
FOR THIS OPPORTUNITY TO ADDRESS THE MINISTER'S ADVISORY COMMITTEE.
THE COMMITTEE'S ROLE IS AN IMPORTANT LINK IN THE COMMUNICATION
PROCESS BETWEEN THE COMMUNITY EDUCATORS AND THE PROVINCIAL
DECISION MAKERS.

RESPECTFULLY SUBMITTED,

COUNTY OF LACOMBE FURTHER EDUCATION COUNCIL

BRIEF FROM THE
UNIVERSITY OF LETHBRIDGE

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

OCTOBER 29, 1984

It is the purpose of this brief to focus attention on the following:

1. The desirability of a liberal education to complement and enhance vocational training.
2. The uneven emphasis placed upon vocational training, as opposed to opportunity for liberal education, in noncredit continuing education programs.
3. The difficulties involved in an attempt to redress this imbalance.
4. An approach to continuing education that asserts the integrity of programs equally informed by vocational and liberal educational viewpoints.

In a recent brief to a provincial commission reviewing industrial and science strategy, Dr. John Woods proposed that

Alberta would take a large step toward retrainability if the idea of continuing education as leisure could be transformed into the idea of continuing education as a hard, satisfying, certified accomplishment . . . (i)f the new economic order is to be knowledge-based, then, the workforce must accustom itself to the acquisition of knowledge, and knowledgeability must be fostered as a basic qualification.

The academic programs of the University of Lethbridge are steeped in the traditions and values of a liberal education. A thorough encounter with liberal education is assured all degree-seeking students. This initial exposure to liberal education is further developed by the professional training -- e.g., education, management -- pursued by many students: preparation to teach or to manage hones the mind well grounded in liberal study, while liberal education defines and evaluates the practice of a profession.

Although the University models its noncredit continuing education programs upon its philosophy of liberal education, difficulties abound:

1. Adults are career- and job- conscious, and therefore seek out programs which correspond to their immediately perceived goals and needs.
2. Administrators and governments favour noncredit programs that pay for themselves, or even better, earn a profit.
3. Noncredit liberal education programs lack the basic financial support that professionals, executives, unions, and government agencies provide career-oriented continuing education programs.
4. Within academia there is lack of parity in terms of reward and esteem for colleagues who involve themselves in the noncredit sector of liberal education.

To implement a program that would integrate the liberal and vocational requires the following:

1. Development of innovative interdisciplinary courses which combine these dimensions in serious and satisfying ways.
2. Institutional recognition of those who participate in such courses as teachers and coordinators.
3. Organized and sustained effort to address the attitudes of both the public and the University community to place continuing education at the center of an individual's experience and life style.

To quote Dr. Woods once more:

(Continuing education) programmes should be created with great imagination and made available flexibly and generously. They should be brilliantly taught and attended by procedures for credible and convincing certification.

BRIEF FROM
MATTIE L. McCULLOUGH C.M., LL.D.

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

OCTOBER 29, 1984

Thank you for the opportunity to present to you some ideas on further education.

I am a senior learner myself - presently taking French, and last year an Economics course and this year a political science course through the University of Athabasca.

For a number of years, I have watched for courses on current affairs - economic, political and social concerns, at a provincial, national or international level. These topics seem to be a very important part of adult learning, for we are all voters, and if the country is to prosper, we need to be intelligent, informed voters. I know there is much in the media to read, watch and listen to, but I, and I believe others, learn and make decisions more wisely when I have the benefit of knowledgeable speakers and discussion.

I have read quite carefully the lists of courses offered in Calgary, Edmonton, and Red Deer over the past few years, but seldom have I seen the kind of courses about which I am speaking. Here is a sample of the classifications from one such listing: Business and Professional, Art History, Ceramics, Continuing Education for the Helping Professions, Engineering, English as a Second Language, Fitness and Lifestyle, Construction, Photography, Psychology and Personal Development, Women's Programs. Then there was one called General Interest, and I was sure I would find what I was

looking for. But that section included Ukrainian Easter Traditions, West Coast Indian Life and Technology, Effective Fleet Management, Bird Study Weekend, Wine Appreciation.

Please do not misunderstand me. I know that every one of these courses meets a real need, and I would like to enroll in many of them, but it seems to me that adult education in this province is too heavily weighted towards the personal side, without enough thought being given to programs which pertain to society as a whole.

I know that one of the first needs to develop a course is the belief that there will be at least some demand for it. I am sure the interest is there - the problem is to find the people who care enough about such concerns to take time for learning and discussion. However, I believe that with the assurance of help from professionals in education, political science, economics, or whatever is necessary, the clientele could be found.

I have been reading Dr. Hayden Roberts' book, "Culture and Adult Education" published in 1982. It is a comparative study of adult education in Alberta and in Quebec. In the words of the short summary on the back "The author pursues the hypothesis that the general pattern of adult education programming in a defined region is shaped by the dominant social philosophy, or culture of the region. The study shows that in Alberta, with an individualistic, conservative social philosophy, personal advancement is emphasized,

whereas in Quebec, with a more collectivist, social democratic tendency, community enrichment is a major goal. In Dr. Roberts' own words, "In Alberta, the dominant ideology can be said to emphasize individualism, the encouragement of private enterprise, and the measurement of advancement by economic criteria." And "It is fair to say that in respect of government supported adult education, there is far more emphasis in Quebec on that part of the continuum which relates to social development than there is in Alberta."

I do not like to think that we in Alberta are as described, but I cannot dispute it.

I would ask that you peruse the lists of continuing education courses listed in the supplements that come out periodically through the year, and see how many courses you can find which pertain to what might be called voter education, or public affairs programming.

You have probably thought many times about the questions I raise. I believe adult educators have been pessimistic about offering programs designed to raise citizen awareness of their responsibilities, believing that the public is not interested. I would like to see them try again, with input from adult educators, further education councils, professional people and the lay public.

Thank you again for listening to me.

Mattie L. McCullough
6300 - 45 Avenue, Box 1
Red Deer, Alberta
T4N 3M4

BRIEF FROM THE
CALGARY FURTHER EDUCATION COUNCIL

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

OCTOBER 29, 1984



A BRIEF SUBMITTED TO THE
WHITE PAPER
PROPOSALS FOR AN INDUSTRIAL AND SCIENCE
STRATEGY FOR ALBERTANS 1985 TO 1990

GOVERNMENT OF ALBERTA

The Calgary Further Education Council Executive wishes to commend the Provincial Government's efforts in producing the WHITE PAPER: PROPOSALS FOR AN INDUSTRIAL AND SCIENCE STRATEGY FOR ALBERTANS 1985 to 1990. We feel this document has the ability to contribute to economic recovery in this Province. However, we also feel the document could be enhanced by placing more emphasis on the potential for change that Alberta's Continuing Education Institutions can provide.

Much has been said in the document about strengthening the scientific and industrial education and training of Albertans by introducing many of the necessary skills as early as the sixth grade. However, the paper also suggests that the economic turnaround must occur before 1990. These near-term results will not come from changes in the public school system, nor will they come from changes in degree and diploma programs of the Colleges and Universities. It is doubtful that any of the formal educational institutions can effect changes in their degree programs quickly enough to make a significant contribution within the prescribed period, 1985 to 1990.

Many educational systems have concentrated on diversified training in many fields, rather than specific training in a narrow field. The belief is that formal education should not prepare individuals for specific job roles, but rather should provide them with the skills that allow them to learn continuously, as changes occur in their fields. Individuals trained in this mode require continuous assistance in their efforts to upgrade and update in order to adapt to changes in theory and/or technology in their chosen career paths.

The postwar baby boom has resulted in a large bulge in our population of 25 to 40 year olds, who by in large, have completed their formal education. It is this large group of Albertans who are best able to effect a science and technology revolution in this province in the late 1980's.

What is required in this Province, immediately, is a strategy for adult re-education and upgrading so that this vast potential in human resources can be redirected toward the specific needs of the scientific and industrial marketplace.

Current Government subsidization structures for Continuing Education include:

1. Further Education Services (Department of Advanced Education) subsidizes Continuing Education Institutions for their Life Enrichment courses only.
2. Alberta Students Finance Board provides bursaries for part-time further education students.

Item one clearly denies funding support for professional development or, job related Continuing Education. Item two typically is not directed at professional development although some of the course work taken (i.e. language courses, personal development) will help that individual in his later career development.

It has always been assumed that adult education course costs for professional development could be recovered by course fees paid by the individual or his company and direct subsidization from the government was unnecessary. Several years back when Alberta's economy was booming there was some merit to this concept. However, with the recent economic downturn, it is no longer possible to provide a full range of career development or career change options without a specific plan for government subsidization.

Alberta's companies are not expanding their operations, they are consolidating them. Consequently, they are not willing to pay for their employee's career development and upgrading, nor are they encouraging their employees to do so on their own. Alberta also has an extremely large percentage of unemployed. Many of these individuals are precisely the members of our society best able to make career changes, as prescribed by the science and industrial strategy. They are highly trained professionals with unlimited potential, but they simply haven't the financial resources to initiate the necessary changes in their educational backgrounds.

It is our belief that the Government of Alberta must look carefully at Alberta's Continuing Education Institutions which have the machinery in place today to respond to the needs the "White Paper" has implied. Any strategy to incorporate the resources and facilities of these institutions must carry with it a plan of subsidization since most of these institutions are presently in a position of financial restraint and many of the required courses do not have the potential to pay their own way.

As well as the unemployed, there are several other groups of individuals that could have considerable impact on an overall plan for economic recovery. These other groups include the elderly, the lower income/lower educated family, and women. They all can make a considerable contribution to the future of Alberta, and some specific investigations should be made on their behalf and incorporated into the overall strategy of the White Paper.

There is no doubt, Alberta's most important renewable resource is its people. It's time for the Province to undertake a major initiative in human resource development, through continuing education, to prepare its citizens for the workplace of tomorrow.

c.c. John Fisher
 Further Education Services, Dept. of Advanced Education
 Alberta Education Ministers Advisory Committee
 on Further Education
 Brian Lee, M.L.A.

BRIEF FROM THE
GRANDE PRAIRIE COUNCIL FOR LIFELONG LEARNING

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

MARCH 13, 1985

A COUNCIL IN TRANSITION - PROGRESSIVE GROWTH

I had occasion to address an adult non-credit public speaking course last week, which was funded by the Grande Prairie Council for Lifelong Learning. I concluded my presentation with the following statements.

"As the coordinator of the Grande Prairie Council for Lifelong Learning, I encourage you to continue your process of lifelong learning as you are doing tonight. Through Councils such as ours, you are given the opportunity to learn and the freedom to choose from a wide variety of learning experiences. The adult who is well informed, creative, and responsible, is likely to survive and deal effectively with the future, as well as make a positive contribution to society."

That evening reflected the current activity of our Council, which is the marketing and promotion of Further Education and its services on a local level. The rationale was to convince the Citizens of Grande Prairie of the relevance of adult education, and inform of its accessibility and ease of entry. In addition, the results of an increased educational experience, regardless of one's age, were presented to reflect individual, financial and social benefits.

From these activities, it is obvious that the Grande Prairie Council for Lifelong Learning wishes to offer more to the community than just financial assistance through the grant program. Our objectives reflect this:

1. The council shall, through its members, enhance lifelong learning opportunities by mobilizing all available resources in the Grande Prairie Community.
2. The Council shall promote communication, cooperation and coordination among members in matters pertaining to lifelong learning.
3. The Council shall provide a forum for the discussion of lifelong learning needs in Grande Prairie.
4. The Council shall speak to issues and concerns that are perceived to be of basic importance to the development of lifelong learning.

The Grande Prairie Council for Lifelong Learning's operation commenced in 1974, and we are subsequently celebrating our 10th anniversary. Initially entitled S.C.O.R.E.S. (Standing Committee on Recreation and Education) the Council then became the Grande Prairie Further Education of Grande Prairie. A physical move from the Grande Prairie Regional College and the Public School offices respectively, to a private office, has occurred within the last year. In addition, the Council has become an incorporated society, responsible for its own funds and administration. The coordinator position is a part-time one, allowing effort to be placed on increasing the Council profile, in addition to carrying out grant approvals.

In 1984, the Council offered 210 courses and served over 2 600 Grande Prairie residents.

With effort spent on developing an independent profile, advertising the existence and services of the Grande Prairie Council for Lifelong Learning, and the physical relocation of our office, the Council has had limited time to address the philosophy of adult education or give detailed discussion to the long term goals of the Council. However, we would like to bring the following issues to the attention of the Minister's Advisory Committee on Further Education.

1. As coordinator, I would like to commend Further Education Services on their performance, ease of accessibility, continual encouragement and support, and extensive cooperation between the Council and this provincial government department, that has allowed my duties and the operation of the Council to be conducted efficiently. In particular, the new Further Education forms, introduced in the winter of 1984, and subsequent expedient delivery of funds, have allowed our operation to be more effective. The emphasis on professional development for the coordinator and Council members has proven to be enlightening and rewarding. The service I appreciate most, is the subtle direction given by Further Education Services, encouraging independent decision making by the Council to reflect in adult education needs and direction from the community.

2. My second point is in regard to the exploration of one of the Council's 1984 goals: "increasing membership to represent a larger cross section of adult education concerns of the community." We feel an emphasis in this direction, is important for all Councils to adequately represent and reflect perspectives and needs of the districts served. The membership of the Grande Prairie Council for Lifelong Learning encourages Alberta Advanced Education to promote, in their capacity, increased representation on Further Education Councils by institutions, agencies and private citizens involved in adult education at any level.
3. A third issue is accountability. Ensuring the quality delivery of adult education services is a priority for our Council. A program and instructor evaluation system is to be addressed in the future. We feel non-credit programming should be given the attention that credit courses are in the province, with regard to ensuring that valid and accountable educational services are presented.
4. To expand on our promotional campaign previously referred to, our Council desires the provision of information, by the provincial government to the general public, regarding the value and accessibility of adult education. A campaign similar to the "Write Break" program utilizing public television, displays, brochures, etc., could be of value in the promotion of the services of Further Education Councils. Services such as these are often unattainable by individual councils due to financial, organizational and time constraints.

5. To encourage other Further Education Councils to look at an independent status, to allow the flexibility and individual representation necessary, to address the issues of non-credit education in their area. This action could also ensure the long term operation and independent fund raising abilities of Councils.

To date our council is expending energy on "housekeeping duties", i.e. personnel and policy procedures, instructional workshops, publicizing the Council. When these items are in place, our Council will be able to address long term goals and issues relevant to the basic philosophy of further education.

I am pleased to report that working with the Council has been very rewarding. Commitment to adult education issues and the cooperative spirit is growing among all facets of the Grande Prairie community.

A community as dynamic, as central and with such potential, is a challenge to be involved with. The Council will endeavor to serve the further education needs of the citizenry of Grande Prairie in confidence, that both the City and the Council, will promote progressive growth.

SUBMITTED BY THE
GRANDE PRAIRIE COUNCIL FOR LIFELONG LEARNING
MARCH, 1985

JANET LONGMATE - CHAIRPERSON
MAXINE ADAMS - COORDINATOR

BRIEF FROM THE
GRANDE PRAIRIE AREA FURTHER EDUCATION COUNCIL

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

MARCH 13, 1985

From:

**The Association for
The Grande Prairie Area Further Education Council,
Box 1179,
Grande Prairie,
Alberta, T8U-4B6.**

To:

**Minister's Advisory Committee on
Further Education**

Date:

March 13, 1985

Any further education system has to develop a method that will work in its environment. As environments differ so will the systems. The only way to ensure the compatibility of a system and its environment is to allow the system to evolve within that environment. As evolution denotes growth and perpetual change, and no environment is ever static; in order to survive a further education system must be prepared to be flexible and responsive to its changing environment.

The method The Grande Prairie Area Further Education Council has found most successful has one underlying principle, education for the people by the people. That is, people with a vested interest in their own education are planning, organizing, delivering, and taking part in their self-designed, customized educational events. Our system not only encourages, but relies on for its survival, individual help and voluntarism as a complement to the government role. This direct and responsible involvement creates individual and group self-confidence and helps tap and develop the skills and resources within our community, fostering growth, creativity and cooperation. It is self-generating, self-organizing and representative of a truly democratic grass-roots approach. Experimentation, frequent evaluation, flexibility, ad hoc committees, and self-terminating (as opposed to entrenched) programs, are our council's trademarks. Our pluralistic and innovative approach discourages conformity and mechanistic views of things. Our further education council is in a constant state of change by consensus in its attempts to be

interdisciplinary and holistic. We have a horizontal distribution of power with the coordinator serving as the clearing house. The decisions are created and shared by the people within the council rather than imposed by a central authority. We resist imposed programs and rigid schedules, our perspective reflecting rather than determining the reality of our community.

Our council is proud of its history and present state as a unique part of an equally unique whole. Our council is what it is because of the freedom and right to self-direction encouraged by our Alberta Further Education system with its genuinely democratic philosophy, and its dedication to decentralization of power. Each member of the community taking responsibility for his or her own education ensures the visionary, energetic and enduring nature of Further Education Councils in Alberta.

Submitted by,



Gail Morgan (Coordinator) for
The Association for the
Grande Prairie Area Further Education Council

BRIEF FROM THE
NORTHWEST PEACE CONTINUING EDUCATION COUNCIL

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

MARCH 13, 1985

The Northwest Peace Continuing Education Council would like to take this opportunity to commend the Department of Advanced Education on their performance. Alberta's Further Education Branch has offered a wide variety of educational opportunities to Albertans through the development of Further Education Councils. It is fair to surmise that these councils are greatly responsible for the increased interest in further education. Our average number of adult learners is the highest of any province in Canada as shown in the 1983 survey put out by the Federal Government.

Now that the survey on further education has shown the favorable results of Alberta's approach to adult education, action should be taken to increase the role of further education councils. Councils should be encouraged to actively promote life-long learning. The current Further Education Policy is limited as outlined in this quote from the Department of Advanced Education Policy Manual: "The Department of Advanced Education and Manpower will facilitate involvement in further education by adult Albertans". Councils must be allowed to program at every age level to encourage continuing education by all Albertans.

Several of the agencies currently sitting on further education councils are interested in programs for youth, as well as adults. The Northwest Peace Continuing Education Council has been approached on several occasions to offer courses such as harmony or French for children. Teens have expressed an interest in knowing more about continuing education. The interest is there and councils should capitalize on it. Our council is presently using a policy that allows children to enroll in a course once the minimum requirement of eight students is met.

To find out how youth in our area viewed continuing education, our Coordinator prepared a brief questionnaire which was given to grades nine through twelve at Hines Creek High School and Fairview High School. Attached please find a copy of the survey and the results. Even though these students are actively involved in education, they are limited in their knowledge of what continuing education can mean. Their knowledge may be

limited but not their interest. One hundred percent of those surveyed wanted to know more about Continuing Education. The school curriculum may not be able to change quickly enough to meet these needs but further education councils can. We are flexible enough to offer the courses students need and want now.

It is not our intention that programming for youth become a priority for councils, but that the option to use council grant money for this be made available. Allowing councils to run programs for all ages will help re-affirm the closeness of a rural community working together.

Our Coordinator has concentrated on making the community more aware of our further education council's role. Maureen writes a weekly column in the local newspaper about council activities. She has also made presentations to grade eight and nine classes to encourage them to view all their new experiences as continuing education and to help them realize that education is more than classroom learning.

It is exciting to anticipate the expansion of councils to include youth programming. This expansion need not increase the costs to Further Education. The present grant structure to further education councils is excellent. Since the current policy does not limit the amounts to be spent in each area of administration and programming each council can operate in a manner best suited to their community's needs.

The UN has declared 1985 INTERNATIONAL YOUTH YEAR. It is the perfect opportunity for Further Education to celebrate and support International Youth Year, by expanding the role of councils to include the youth of Alberta.

PREPARED BY:

MAUREEN FRITZ-ROBERTS
COUNCIL COORDINATOR

FEBRUARY 28, 1985

SURVEY RESULTS

The results of the short survey, the NWPCEC circulated, indicated a need and a desire for more information concerning Continuing Education.

1. The majority of students defined continuing education as post secondary education. Only 43 of the 171 students considered it any new skill you acquire.
2. Almost two-thirds of the survey participants were unaware that there are at least 7,000 job possibilities available.
3. Just over a third were aware of the location of the Career Centre closest to Fairview.
4. Most students have toured Fairview College or Grande Prairie College but only 43 have visited NAIT, SAIT or the University of Alberta. The wording of this question was unfortunate as it should have read Technical School or University, instead of naming specific institutions.
5. This question was asked to determine how many students have taken the initiative to participate in a personal sport. The results were great.
6. Only 48 students have participated in a Careet Days event. This will soon change as the Fairview High School is planning a Career Day for late March.
7. Slightly more than half the participants have taken steps to find out more about a profession on their own.
8. Most of the students surveyed indicated they felt confident about themselves.
9. The concept of life-long learning and continuing education must be promoted while the interest is high.
10. Courses the NWPCEC has programmed were listed to see if they appealed to the grade nine through twelve students. Physical activities rated very high as did first aid and CPR. Courses that aim at planning for the future and helping to cope with the present also received high priority.





1. Would you define continuing education as:
 - a) post secondary education
 - b) on-the-job training
 - c) any new skill you acquire
2. How many professions are available for you to pursue?
 - a) 500
 - b) 1700
 - c) 7000
3. Where is the Career Centre closest to Fairview located?
 - a) Edmonton
 - b) Grande Prairie
 - c) Peace River
4. Have you ever toured:

Fairview College	Yes _____	No _____
Grande Prairie College	Yes _____	No _____
NAIT or SAIT	Yes _____	No _____
University of Alberta	Yes _____	No _____
5. Are you involved in a non-team physical activity or sport? (ie. skiing, golf, aerobics, etc.)
Yes _____ No _____
6. Have you ever taken part in a Career Days event?
Yes _____ No _____
7. Have you ever approached a local professional or skilled laborer to find out more about his/her job?
Yes _____ No _____
8. Do you feel confident about yourself?
Yes _____ No _____
9. Would you like more information on continuing education?
Yes _____ No _____
10. If any of these courses were available to you, would you enroll in them?
If so, which ones?

Cross Country Skiing	☐	Pottery	☐
Career Evaluations	☐	First Aid	☐
Golf Lessons	☐	C.P.R.	☐
Aerobics	☐	Job Searching Techniques	☐
Weight Lifting	☐	How to Present Yourself	☐
Painting	☐	In A Job Interview	☐
Writing A Resume	☐	Basic Financial Planning	☐



SURVEY RESULTS - FEBRUARY 1985

1. a) 78
b) 21
c) 43
2. a) 59
b) 52
c) 53
3. a) 4
b) 96
c) 64
4. Yes 101 No 3
Yes 101 No 24
Yes 43 No 138
Yes 43 No 138
5. Yes 135 No 36
6. Yes 48 No 123
7. Yes 87 No 94
8. Yes 139 No 32
9. Yes 158 No 12

1. Would you define continuing education as:

- a) post secondary education
- b) on-the-job training
- c) any new skill you acquire

2. How many professions are available for you to pursue?

- a) 500 b) 1700 c) 7000

3. Where is the Career Centre closest to Fairview located?

- a) Edmonton b) Grande Prairie c) Peace River

4. Have you ever toured:

- | | | | | |
|------------------------|-----|-------|----|-------|
| Fairview College | Yes | _____ | No | _____ |
| Grande Prairie College | Yes | _____ | No | _____ |
| NAIT or SAIT | Yes | _____ | No | _____ |
| University of Alberta | Yes | _____ | No | _____ |

5. Are you involved in a non-team physical activity or sport? (ie. skiing, golf, aerobics, etc.)

- Yes _____ No _____

6. Have you ever taken part in a Career Days event?

- Yes _____ No _____

7. Have you ever approached a local professional or skilled laborer to find out more about his/her job?

- Yes _____ No _____

8. Do you feel confident about yourself?

- Yes _____ No _____

9. Would you like more information on continuing education?

- Yes _____ No _____

10. If any of these courses were available to you, would you enroll in them? If so, which ones?

- | | | | |
|----------------------|-----------------------------|--|-----------------------------|
| Cross Country Skiing | ☐ 55 | Pottery | ☐ 21 |
| Career Evaluations | ☐ 36 | First Aid | ☐ 74 |
| Golf Lessons | ☐ 39 | C.P.R. | ☐ 54 |
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THANK YOU FOR PARTICIPATING IN THIS SURVEY!

BRIEF FROM THE
NORTHERN ALBERTA DEVELOPMENT COUNCIL

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

MARCH 13, 1985

A SUBMISSION TO: THE MINISTERS ADVISORY COMMITTEE ON
FURTHER EDUCATION
MARCH 13, 1985
FAIRVIEW, ALBERTA

SUBMITTED BY: MR. CEC JARDINE, COUNCILLOR
NORTHERN ALBERTA DEVELOPMENT COUNCIL

INTRODUCTION

ON BEHALF OF THE NORTHERN ALBERTA DEVELOPMENT COUNCIL AND OUR CHAIRMAN, NORM WEISS, I WOULD LIKE TO THANK YOU FOR THE OPPORTUNITY OF SUBMITTING OUR VIEWS ON FURTHER EDUCATION. HISTORICALLY, OUR COUNCIL HAS BEEN VERY INTERESTED IN EDUCATION IN NORTHERN ALBERTA

SINCE 1974 WE HAVE HELD 69 PUBLIC MEETINGS AT WHICH TIME SOME 1,300 BRIEFS WERE SUBMITTED, RESEARCHED, AND FOLLOWED UP. APPROXIMATELY SIXTY BRIEFS CONCERNED THEMSELVES WITH EDUCATION AND VARIOUS ASPECTS OF ADULT EDUCATION.

AS YOU MAY KNOW WE HAVE DONE EXTENSIVE RESEARCH INTO THIS WHOLE FIELD OF EDUCATION AND FURTHER EDUCATION AS A RESULT OF OUR INVESTIGATION OF THESE BRIEFS. IN 1982, THE COUNCIL COMMISSIONED A VERY LARGE REVIEW OF THE ENTIRE NETWORK OR SYSTEM OF ADVANCED EDUCATION PROGRAMS AND FACILITIES IN NORTHERN ALBERTA. THIS PROJECT WAS ENTITLED "AETNA" WHICH STANDS FOR ADULT EDUCATION AND TRAINING IN NORTHERN ALBERTA. THIS EXTENSIVE STUDY WAS FOLLOWED UP BY A MAJOR WORKSHOP IN ATHABASCA WHERE THE FINDINGS OF THE CONSULTANTS WERE REVIEWED AND WHERE THE PARTICIPANTS HAD AN OPPORTUNITY TO MAKE RECOMMENDATIONS TO THE COUNCIL. THESE RECOMMENDATIONS ARE CONTAINED IN THE AETNA WORKSHOP REPORT. COPIES OF THIS REPORT WERE SENT OUT TO YOUR COMMITTEE BEFORE THIS MEETING, I UNDERSTAND.

FOLLOWING THIS PARTICULAR PROJECT, THE COUNCIL FOCUSED UPON THE AREA OF SCHOOL DROP-OUTS BECAUSE THIS ISSUE WAS IDENTIFIED IN PREVIOUS BRIEFS AND PAST RESEARCH. SOME 3,000 RECORDS OF SCHOOL LEAVERS WERE REVIEWED; IN ADDITION, SOME 500 INTERVIEWS WERE HELD WITH LEAVERS, TEACHERS, ADMINISTRATORS, PARENTS, ETC. THE RESULT WAS A MAJOR REPORT ISSUED LAST FALL ALONG WITH A SUMMARY REPORT OF THE THREE WORKSHOPS WE HELD TO REVIEW THE FINDINGS OF THE REPORT. MANY RECOMMENDATIONS RESULTED FROM THIS CONSULTATION AND RESEARCH PROCESS WHICH HAVE BEEN FORWARDED TO THE APPROPRIATE DEPARTMENTS AND AGENCIES. THE COUNCIL AND THE STAFF ARE PRESENTLY VERY BUSY FOLLOWING UP ON THESE SPECIFIC RECOMMENDATIONS.

I WANTED TO QUICKLY HIGHLIGHT THESE PAST ACTIVITIES OF OUR COUNCIL BECAUSE THEY HAVE AN IMPORTANT INFLUENCE ON WHAT OUR PRESENT CONCERNS AND OPINIONS ARE. I WOULD LIKE TO PASS ON TO YOU ONLY THOSE RECOMMENDATIONS AND OPINIONS WHICH ARE CLEARLY BASED UPON OUR RECENT INVESTIGATIONS AND SEMINAR CONCLUSIONS, RATHER THAN TO TRY TO COMMENT UPON ALL ASPECTS OF ADULT EDUCATION IN THE PROVINCE. I WOULD ALSO LIKE TO EMPHASIZE THAT THE DISTINCTION BETWEEN OUR PRIMARY-SECONDARY EDUCATION SYSTEM AND OUR ADULT EDUCATION SYSTEM IS NOT A CLEAR ONE IN NORTHERN ALBERTA. THE TWO SYSTEMS BECOME VERY CLOSE WHEN WE PARTICULARLY ADDRESS THE NEEDS OF OUR REMOTE COMMUNITIES. I WILL COME BACK TO THIS POINT LATER.

GENERAL FINDINGS OF THE ADULT EDUCATION AND TRAINING STUDY

WE WERE EXTREMELY PLEASED THAT THE 1982 STUDY OF ALL NORTHERN FURTHER EDUCATION FACILITIES AND PROGRAMS GENERALLY INDICATED THAT A GREAT DEAL OF PROGRESS HAS BEEN MADE IN NORTHERN ALBERTA. THE SYSTEM OF COLLEGES, A.V.C.'s, C.V.C.'s, CONSORTIA, AND FURTHER EDUCATION COUNCILS SEEMED TO GENERALLY BE DOING A GOOD JOB. THE NETWORK WAS IN PLACE AND MOST PEOPLE CONTACTED FELT THIS NETWORK WAS QUITE RESPONSIVE TO NORTHERN NEEDS AND CIRCUMSTANCES. THERE WAS QUITE A NUMBER OF SPECIFIC CONCERNS ADDRESSED WITH SPECIFIC RECOMMENDATIONS FOCUSED ON THOSE CONCERNS.

MOST OF THESE CONCERNS HAD TO DO WITH OUR REMOTE NORTHERN COMMUNITIES AND THE NEED OF OUR INSTITUTIONS TO REACH OUT AND WORK CLOSELY WITH THOSE COMMUNITIES.

FOLLOWING ARE THE TWENTY-TWO (22) RECOMMENDATIONS FROM THE AETNA STUDY AND WORKSHOPS (I WILL NOT READ THEM ALL, BUT ONLY THOSE AREAS WHICH MAY NEED SPECIFIC MENTION).

RECOMMENDATION #1

IN ALL EDUCATIONAL PROGRAMMING AND DELIVERY, THE INTEGRITY OF THE FAMILY MUST BE PROTECTED BY AN ASSURANCE THAT PROVISION IS MADE FOR:

- A) PROGRAMS AS CLOSE AS POSSIBLE TO HOME COMMUNITIES;
- B) DAYCARE FACILITIES;
- C) FAMILY RESIDENCES AT EDUCATION INSTITUTIONS; AND
- D) FAMILY RELOCATION COUNSELLING.

RECOMMENDATION #2

IN ALL EDUCATION PROGRAMMING AND DELIVERY THE ROLE OF THE COMMUNITY MUST BE ENCOURAGED AND RECOGNIZED.

RECOMMENDATION #3

IN ORDER THAT NORTHERN COMMUNITIES AND ADVANCED EDUCATION INSTITUTIONS SERVE AS PARTNERS IN THE CONTROL OF THE DIRECTION AND FOCUS OF ADULT EDUCATION AND TRAINING, COMMUNITIES SHOULD BE GIVEN THE AUTHORITY TO ELECT OR APPOINT BROADLY REPRESENTATIVE STEERING COMMITTEES, WHERE THOSE DO NOT EXIST NOW. THESE COMMITTEES SHOULD BE RESPONSIBLE FOR GIVING DIRECTION AND FOCUS TO DELIVERY AGENCY ACTIVITIES. THIS SHOULD APPLY FIRST AND FOREMOST TO ALBERTA VOCATIONAL CENTRES AND COMMUNITY VOCATIONAL CENTRES BUT SHOULD ALSO BE CONSIDERED FOR OTHER INSTITUTIONS. SPECIFICALLY THE STEERING COMMITTEES WOULD:

- A) ACT IN AN ADVOCACY ROLE WITH RESPECT TO SERVICES NEEDED BY LOCAL COMMUNITIES, INCLUDING CARRYING OUT OF PERIODIC NEED ASSESSMENT STUDIES AMONG SERVICE TARGET GROUPS; AND
- B) ASSIST SERVICE DELIVERY AGENCIES, AS THIRD PARTY MEMBERS, ON EVALUATIONS OF THE EFFECTIVENESS OF ADULT EDUCATION AND TRAINING SERVICES AMONG USERS OF THESE SERVICES IN THE COMMUNITIES.

RECOMMENDATION #4

THE EXISTING CONSORTIA, WHICH HAVE SHOWN GREAT PROMISE, SHOULD RECEIVE ENHANCED ASSISTANCE IN CARRYING OUT THEIR MANDATES. CONSIDERATION SHOULD ALSO BE GIVEN TO EXPANDING THE CONCEPT TO THE NORTHERN AREA NOT NOW RECEIVING CONSORTIUM SERVICE.

RECOMMENDATION #5

AN IMPROVED INFORMATION/LIAISON MECHANISM BETWEEN ADVANCED EDUCATION INSTITUTIONS AND NORTHERN ALBERTA COMMUNITIES, ESPECIALLY REMOTE COMMUNITIES, SHOULD BE A PRIORITY. THE INTENT SHOULD BE TO MAXIMIZE THE PUBLIC'S ACCESS TO EXISTING PROGRAMS BY INDIVIDUAL STUDENTS. LOCAL LIAISON OFFICERS IN REMOTE COMMUNITIES SHOULD SERIOUSLY BE CONSIDERED.

RECOMMENDATION #6

THE PROVINCIAL GOVERNMENT SHOULD EXPAND FACILITIES AND MECHANISMS TO DELIVER INDUSTRIAL AND VOCATIONAL EDUCATION IN NORTHERN ALBERTA, POSSIBLY THROUGH MOBILE LABS FOR TRADES TRAINING. FURTHERMORE, THIS ENHANCED VOCATIONAL EDUCATION SHOULD BE AVAILABLE TO ALL COMMUNITY RESIDENTS, INCLUDING SECONDARY SCHOOL STUDENTS IN REMOTE COMMUNITIES. THE VOCATIONAL UPGRADING AND CARPENTRY TRAINING PROGRAM AT ALEXANDER INDIAN RESERVE SHOULD SERVE AS A MODEL.

RECOMMENDATION #7

TRANSFER PROGRAMS BETWEEN NORTHERN INSTITUTIONS AND THEIR SOUTHERN COUNTERPARTS, SUCH AS NAIT, SAIT, AND STONY PLAIN SHOULD BE INCREASED, ESPECIALLY IN THE AREA OF TECHNOLOGIES TRAINING.

RECOMMENDATION #8

THE PROVINCIAL GOVERNMENT SHOULD CONSIDER ADOPTING THE CONCEPT OF COMMUNITY ADULT LEARNING CENTRES FOR REMOTE NORTHERN ALBERTA COMMUNITIES. THESE CENTRES COULD INCORPORATE THE ACTIVITIES OF THE COMMUNITY VOCATIONAL CENTRE, FURTHER EDUCATION COUNCIL, COMMUNITY SCHOOL AND EDUCATION NORTH PROGRAMS, WHERE APPROPRIATE. A PILOT PROJECT SHOULD BE ESTABLISHED TO TEST THE CONCEPT WITHIN THE NEXT TWO YEARS.

RECOMMENDATION #9

THE PROVINCIAL GOVERNMENT SHOULD MAINTAIN AND STRENGTHEN ITS TRAINING AND AUXILIARY SUPPORT PROGRAMS DESIGNED PARTICULARLY FOR REMOTE NORTHERN ALBERTA COMMUNITIES; I.E., COMMUNITY VOCATIONAL CENTRES, EMPLOYMENT RELOCATION COUNSELLING, OPPORTUNITY CORPS. FURTHERMORE, THE GOVERNMENT SHOULD ENSURE THAT THESE SUCCESSFUL PROGRAMS REMAIN ORIENTED TO THE REMOTE NORTH AND NOT DILUTED FOR APPLICATION ELSEWHERE.

RECOMMENDATION #10

IN ORDER THAT ALL NORTHERNERS HAVE ACCESS TO COUNSELLING INFORMATION ON ADVANCED EDUCATION AND TRAINING, THE PROVINCIAL GOVERNMENT SHOULD ASSURE THE DELIVERY OF CAREER COUNSELLING PROGRAMS, PARTICULARLY IN THE REMOTE COMMUNITIES. SUCH PROGRAMS SHOULD BE DELIVERED LOCALLY AND BE RELEVANT AND USEFUL TO COMMUNITY RESIDENTS.

RECOMMENDATION #11

NATIVE PARTICIPATION IN PROGRAMS SHOULD BE INCREASED BY:

- A) ADJUSTING ENTRANCE METHODS;
- B) PRIORIZING PROGRAMS ACCORDING TO COMMUNITY NEEDS; AND
- C) IMPROVING SUPPORT SYSTEMS TO NATIVE STUDENTS/FAMILIES.

RECOMMENDATION #12

THE PROVINCIAL GOVERNMENT SHOULD ENHANCE EFFORTS TO ADDRESS THE SPECIAL PROBLEMS OF NATIVE CHILDREN IN THE BASIC (K-12) SCHOOL SYSTEM. A PARTICULAR CONCERN THAT SHOULD BE ADDRESSED IS THE HIGH DROP-OUT RATE, PARTICULARLY IN REMOTE COMMUNITIES.

RECOMMENDATION #13

ACCESS SHOULD BE GIVEN DIRECTION TO ADVANCE THE DEVELOPMENT OF AN EFFECTIVE DISTANCE EDUCATION NETWORK FOR NORTHERN ALBERTA. THE OBJECTIVE WOULD BE TO IMPROVE NORTHERN EXPOSURE TO PROGRAMMING AND NEW TECHNOLOGY. SPECIFICALLY, THE NETWORK SHOULD INCLUDE THE INSTALLATION OF COMPUTERS, TELECOM LINKS AND OTHER HARDWARE IN COMMUNITY LEARNING CENTRES, SUPPORTED BY TRAINING OF LOCAL OPERATORS.

RECOMMENDATION #14

THE PROVINCIAL GOVERNMENT SHOULD MAKE VOCATIONAL EDUCATION FUNDING AVAILABLE TO SCHOOL BOARDS TO COVER GRADE TEN STUDENTS WHO NEED SUCH SERVICES.

RECOMMENDATION #15

TRAINING ALLOWANCES IN NORTHERN ALBERTA MUST REFLECT THE HIGHER COST OF LIVING. FINANCIAL DIFFERENTIALS PROVIDED TO MARRIED TRAINEES MUST ALSO BE INCREASED.

RECOMMENDATION #16

THE PROVINCIAL GOVERNMENT SHOULD ENCOURAGE THE BUYING OF MORE SEATS IN INDUSTRIAL TRAINING PROGRAMS AT NORTHERN INSTITUTIONS TO BE USED SPECIFICALLY BY NORTHERN NATIVE ALBERTANS.

RECOMMENDATION #17

THE PROVINCIAL GOVERNMENT SHOULD REVIEW THE ADEQUACY OF FINANCIAL SUPPORT GIVEN DIRECTLY TO INDUSTRY FOR INDUSTRIAL TRAINING.

RECOMMENDATION #18

SUPPORT SHOULD BE GIVEN TO THE NORTHERN ALBERTA DEVELOPMENT COUNCIL PROPOSAL TO ORIENT THE N.A.D.C. STUDENT BURSARY PROGRAM MORE TOWARDS AN INCENTIVE PROGRAM TO ATTRACT AND RETAIN NEEDED PROFESSIONALS.

RECOMMENDATION #19

A PROVINCIAL TRAINING PLAN SHOULD BE DEVELOPED THAT INCLUDES:

- A) YEARLY STRATEGIC PLANNING PAPERS FOR THE PROVINCE AS A WHOLE AND ITS GEOGRAPHIC REGIONS. THESE PAPERS WOULD INCLUDE INFORMATION ON:

- DEMOGRAPHIC FORECASTS AND TRENDS;
- ECONOMIC TRENDS
- LABOUR PARTICIPATION RATES
- LABOUR FORCE REQUIREMENTS
- NEW POLICY DIRECTION

B) FLEXIBILITY AND DEPTH IN DIRECT TRAINING/RETRAINING OF INDIVIDUALS, GIVEN THE FLUCTUATIONS IN LOCAL AND REGIONAL ECONOMIC ACTIVITY.

RECOMMENDATION #20

THE PROVINCIAL GOVERNMENT SHOULD INITIATE A REVIEW OF FEDERAL/PROVINCIAL POLICY AND REGULATIONS AFFECTING TRAINING FOR TREATY INDIANS WITH THE INTENT OF REMOVING JURISDICTIONAL BARRIERS.

RECOMMENDATION #21

THE PROVINCIAL GOVERNMENT SHOULD INITIATE A JOINT REVIEW OF ALL ADVANCED EDUCATION DELIVERY AGENCIES, INCLUDING ACCESS, THE CONSORTIA AND OTHER DEPARTMENTS, TO DEVELOP FORMAL ROLE STATEMENTS OUTLINING THEIR MANDATES REGARDING:

- DELIVERY AND ITS INITIATION
- NEEDS ASSESSMENT AND PLANNING
- MONITORING AND CONTROL
- FUNDING

RECOMMENDATION #22

ALL PROVINCIALLY-ADMINISTERED ADVANCED EDUCATION INSTITUTIONS SHOULD EVOLVE TOWARDS LOCAL BOARD GOVERNANCE. ALL BOARDS SHOULD BE REPRESENTATIVE OF THE CLIENTELE OF THE INSTITUTIONS.

EARLY SCHOOL LEAVERS FINDINGS AND RECOMMENDATIONS

THROUGH THE SERIES OF INTERVIEWS AND THE REVIEW OF 3,000 RECORDS OF EARLY SCHOOL LEAVERS, WE FOUND THAT THERE INDEED IS A SERIOUS PROBLEM IN NORTHERN ALBERTA. WE FOUND THAT 50% OF STUDENTS WHO START SCHOOL DO NOT FINISH GRADE 12. WE ALSO FOUND THAT 50% OF LEAVERS HAD NO PLANS WHEN THEY LEFT SCHOOL. THERE WERE MANY, MANY OTHER FINDINGS CONTAINED IN THE REPORT ITSELF. I BELIEVE COPIES OF THE WORKSHOP REPORT ON EARLY SCHOOL LEAVERS PROVIDES A GOOD SUMMARY OF THE SITUATION. SUFFICE IT TO SAY, IT IS A COMPLEX PROBLEM INVOLVING SCHOOLS, PARENTS, TEACHERS, BOARDS, AND GOVERNMENTS.

THERE WERE THIRTEEN MAJOR RECOMMENDATIONS WHICH EMERGED FROM THE EARLY SCHOOL LEAVER STUDY AND WORKSHOPS. RATHER THAN LIST ALL THIRTEEN RECOMMENDATIONS HERE, I WOULD RATHER HIGHLIGHT THOSE THREE RECOMMENDATIONS THAT HAVE SOME IMPLICATIONS FOR ALBERTA ADVANCED EDUCATION.

RECOMMENDATION #4

THAT ALBERTA EDUCATION AND ADVANCED EDUCATION EXPAND VOCATIONAL EDUCATION AND INDUSTRIAL ARTS PROGRAMS IN NORTHERN SCHOOLS THROUGH SHARING ARRANGEMENTS BETWEEN SCHOOL BOARDS, CVC'S, AVC'S AND MOBILE FACILITIES.

THIS RECOMMENDATION BASICALLY SAYS VOCATIONAL EDUCATION PROGRAMS SHOULD BE EXPANDED IN NORTHERN ALBERTA.

DURING THE PAST SEVERAL YEARS SIGNIFICANT PROGRESS HAS BEEN MADE.

- A) SCHOOL BOARDS ARE NOW CONTRACTING MORE AND MORE WITH CVCs AND AVCs TO PROVIDE MORE VOCATIONAL EDUCATION SERVICES -

EG: HIGH PRAIRIE SCHOOL DIVISION PRESENTLY CONTRACT WITH AVC GROUARD; STUDENTS ARE BUSSED TO THE CENTRE FOR PARTICULAR COURSES.

PEACE RIVER SCHOOL DIVISION CONTRACT WITH THE ADULT EDUCATION CENTRE FOR INSTRUCTORS TO TEACH VOCATIONAL EDUCATIONAL COURSES IN THE CLASSROOM.

- B) THE CVC'S APPARENTLY HAVE TWO MOBILE UNITS ALREADY DESIGNATED FOR VOCATIONAL OR INDUSTRIAL ARTS RELATED SHORT COURSES. THIS IS DIRECTLY IN KEEPING WITH THIS RECOMMENDATION. THE STUDY CLEARLY INDICATED MOBILE FACILITIES CAN BE USED EFFECTIVELY IN PROVIDING SHORT INTENSIVE VOCATIONAL COURSES AT PARTICULAR LOCATIONS. COURSES OF 4-8 WEEKS APPEAR TO HAVE A PLACE IN AREAS DEVOID OF PERMANENT FACILITIES. WHILE IT LOOKS LIKE THE MOBILE PROGRAM IS WORKING FOR THE CVC'S, THE CHALLENGE IS TO DEMONSTRATE HOW MOBILE SERVICES CAN WORK IN CONJUNCTION WITH THE REGULAR SCHOOLS. EITHER REGULAR SCHOOL SYSTEMS UTILIZE THE SAME APPROACH THROUGH THEIR OWN TRAILORS OR CONTRACT WITH AN AVC/CVC TO PROVIDE THE SERVICE.

RECOMMENDATION #8

THAT ALBERTA EDUCATION, ADVANCED EDUCATION AND LOCAL SCHOOL BOARDS IMPLEMENT PROGRAMS TO ENCOURAGE MORE AT-RISK STUDENTS TO BE IDENTIFIED AND TO REMAIN IN SCHOOL. THE PREPARATION OF A SCHOOL AND TEACHER MANUAL IS NEEDED TO DESCRIBE THE AT-RISK STUDENTS AND PROVIDE ALTERNATIVE WAYS OF HANDLING THE STUDENT. THE SCHOOL SHOULD DEVELOP A CONSISTENT APPROACH TO THESE STUDENTS AND SHOULD DEAL WITH EACH STUDENT ON AN INDIVIDUAL BASIS ONCE THEY ARE RECOGNIZED.

AT-RISK STUDENTS SHOULD BE PROVIDED WITH NON-ACADEMIC COURSES INCLUDING LIFE SKILLS TO BETTER PREPARE THEM FOR LIFE OUTSIDE SCHOOL. STUDENTS WHO HAVE DECIDED NOT TO CONTINUE IN THE ACADEMIC STREAM AND DO NOT HAVE VOCATIONAL OPPORTUNITIES AT THE SCHOOL SHOULD HAVE THE OPPORTUNITY TO TRANSFER TO CVC'S AND AVC'S. THIS SHOULD ALSO APPLY TO STUDENTS WHO CANNOT COPE WITHIN THE SCHOOL FRAMEWORK.

THIS RECOMMENDATION REFERS TO THE IDENTIFICATION OF THE 'AT RISK' STUDENT, AND THE DEVELOPMENT OF PRACTICAL EARLY INTERVENTION PROGRAMS TO ENABLE KIDS TO STAY IN SCHOOL AND BE PRODUCTIVE. THIS RECOMMENDATION HAS PARTICULAR RAMIFICATIONS FOR THE REGULAR K-12 SYSTEM. IT DOES HOWEVER HAVE SOME SIGNIFICANCE TO ALBERTA ADVANCED EDUCATION WHEN THE AT RISK STUDENT IS NOT RESPONDING TO THE EFFORTS AND PROGRAMS MADE IN THE REGULAR SCHOOL. THE STUDY RECOMMENDS SPECIFIC LIFE SKILLS COUNSELLING, OR ASSISTING THE STUDENT TO MAKE INFORMED DECISIONS REGARDING HIS OPTIONS. ONE OF THESE OPTIONS SHOULD BE A TRANSFER TO THE NEARBY AVC OR CVC.

RECOMMENDATION #9

THAT ALBERTA EDUCATION AND ADVANCED EDUCATION BE ENCOURAGED TO MAKE RETURNING TO ANY SCHOOL EASIER FOR STUDENTS WHO HAVE DROPPED OUT OF THE SCHOOL SYSTEM. AVC'S AND CVC'S SHOULD HAVE A DIRECT INTERFACE WITH THE GRADE SCHOOL SYSTEM. CAPACITY IN THESE SYSTEMS SHOULD BE EXPANDED ACCORDING TO NEED. SCHOOL DISTRICTS SHOULD BE ABLE TO CONTRACT WITH CVC'S AND AVC'S TO PROVIDE COURSES OR TEACH GROUPS FROM THE REGULAR SYSTEM. THE RESTRICTION OF ENROLMENT OF 18 YEARS OLD SHOULD BE REMOVED FROM CVC'S AND AVC'S.

THIS PERHAPS IS THE MOST IMPORTANT RECOMMENDATION AS FAR AS ADVANCED EDUCATION IS CONCERNED. IT BASICALLY SAYS THE TWO EDUCATION SYSTEMS SHOULD BE BASED PRIMARILY ON NEED.

THE MAJOR JURISDICTIONAL BARRIER DISCOURAGING A FREER INTERFACE BETWEEN THE TWO DEPARTMENTS PERTAINS TO THE "18 YEAR OLD - OUT OF SCHOOL FOR ONE YEAR" REQUIREMENT. THE COUNCIL'S POSITION, STRONGLY SUPPORTED BY THE STUDY ITSELF, IS THAT STUDENTS NOT DOING WELL IN THE REGULAR SCHOOL SYSTEM SHOULD BE ENCOURAGED TO APPLY TO AN AVC OR CVC FOR ACCEPTANCE.

THERE IS NO DOUBT THERE WILL BE SOME IMPLICATIONS FOR THIS DEPARTMENT. THE DEMAND FOR ENROLLMENTS FOR A CVC OR AVC WILL LIKELY INCREASE IN SOME COMMUNITIES BUT WE FEEL THE PERIOD OF ADJUSTMENT WILL BE TEMPORARY.

WHILE THIS RECOMMENDATION MAY APPEAR SOMEWHAT RADICAL, IT SHOULD BE NOTED THAT THE ACTUAL SITUATION IN SEVERAL NORTHERN COMMUNITIES IS NOT TOO FAR FROM THIS POSITION. IT IS QUITE COMMON FOR UNDERAGED STUDENTS TO BE ACCEPTED INTO A CVC UPON RECOMMENDATION OF THE LOCAL SUPERINTENENT. IN THESE CASES, THE SUPERINTENDENT IS USUALLY AWARE OF THE BENEFITS THE CVC CAN OFFER A PARTICULAR STUDENT. A TRANSFER IS THEN ARRANGED BUT USUALLY ON THE CONDITION THE PER PUPIL FOUNDATION GRANT REMAIN WITH THE SCHOOL DIVISION. BUT IT IS ENCOURAGING TO SEE THE ODD SCHOOL DISTRICT OR SOME OF THE COMMUNITIES LOOK BEYOND JURISDICTIONAL PROBLEMS, AND ABLE TO SORT OUT WORKABLE ALTERNATIVES FOR THE INDIVIDUALS IN QUESTION.

OFTEN WHEN THIS REMOVAL OF REGULATION IS DISCUSSED, THE QUESTION OF STUDENT ALLOWANCES IS ALSO RAISED. IT IS OUR UNDERSTANDING THAT STUDENTS UNDER 18 WHO ARE ACCEPTED INTO A CVC DO NOT QUALIFY FOR STUDENT ALLOWANCES. THIS PRACTICE SHOULD REMAIN UNCHANGED. IN OTHER WORDS THE STUDENT UNDER 18 SHOULD NOT RECEIVE FINANCIAL SUPPORT. (THE REGULAR HIGH SCHOOL SYSTEM COULD BE ERODED IF THE ADULT EDUCATION PROGRAMS PAID AN ALLOWANCE).

CONCLUSION

IN CONCLUSION, I WOULD LIKE TO THANK THE COMMITTEE FOR THIS OPPORTUNITY OF SUBMITTING OUR VIEWS ON SOME RATHER SPECIFIC ASPECTS OF FURTHER OR ADULT EDUCATION. AS YOU CAN SEE, WE HAVE A STRONG COMMITMENT TO IMPROVING OUR ENTIRE EDUCATION SYSTEM IN THE NORTH. WE HAVE NOTICED A GREAT DEAL OF IMPROVEMENTS IN BOTH FACILITY DEVELOPMENT AND PROGRAM DELIVERY. WE NOW ASK YOUR ASSISTANCE IN RECOMMENDING WAYS IN WHICH OUR REMOTE COMMUNITIES CAN BETTER ACCESS AND MAKE USE OF OUR EXISTING FACILITIES AND PROGRAMS WITHOUT LETTING JURISDICTIONAL PROBLEMS GET TOO MUCH IN THE WAY.

THANK YOU.

BRIEF FROM THE
TOWN OF PEACE RIVER

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

MARCH 13, 1985

FURTHER EDUCATION

The Province of Alberta has basically a good education system, however over the last twenty or so years many changes have been made which have put a great deal of stress on the post secondary educational system.

To begin with I would like to state the basic premise which I have used and which I believe to be the philosophy of the education system in Alberta. That philosophy is that all students deserve an equal educational opportunity, regardless of race, age or location. Based on this premise, I would like to point out the areas where I believe Northern Alberta residents are not receiving equal educational opportunities, especially at the post secondary level.

1. People in Northern Alberta have an additional cost associated with further education, which people in Central and Southern Alberta do not experience. Living expenses are more costly for northern students if they decide to continue their education in Edmonton or Calgary. The required rental accomodation and money for other living expenses which is not much different from other students living in the vicinity of these centres, however, the cost of transportation to and from their families home can be very expensive and drastically increase the cost of northern students education. If the student decides to continue his or her education at a northern regional college, i.e. Fairview or Grande Prairie Colleges, they are faced with similar transportation costs of other students but the cost of living in Northern Alberta is higher than in Edmonton and Calgary. Either way the cost of education to the Northern Alberta student is higher than students in Central or Southern Alberta. I would argue that this translates into an unequal educational opportunity for northern students.

2. It is more difficult to draw good instructors to the Northern part of the province, although we do have instructors for programs offered in Northern Alberta it is difficult to interest a high caliber of instructor to locate in Northern Alberta, especially when he or she can locate in more recognized centres which often have many more amenities than Northern Alberta communities. In light of the fact that the quality of education is so closely related to the quality of the instructor I would again argue that this problem translates into an unequal educational opportunity for northern students.

3. The current further education program in many centres across the province has changed from a purely local further education council to an organization which caters to the colleges and universities. This shift has largely resulted due to the colleges ability to secure an increasingly larger part of further education grants. While I would be the first one to agree that the college and university level of education is welcome in smaller communities such as Peace River, I would also be the first criticize the fragmented approach to a post secondary education, which this creates. I once again argue that this problem translates into an unequal educational opportunity for students in general.

In my view educational institutions should be close to the students they serve. These facilities should be located in recognized regional centres. If further education centres continue to move in the direction of providing university and college level courses, they should perhaps consider offering a comprehensive educational program. While the fragmented approach has worked to the present time I believe that it will only be a short time before a comprehensive education will be essential to provide a quality education. Any programs which are offered should have enough financial resources to attract a high caliber instructor in order to offer as high a quality of education in Northern Alberta as in other parts of the province. While it is recognized that user fees play an important part in the financing of these courses, it is very important that the user fees in Northern Alberta are not vastly different than in other parts of Alberta.

Finally, education has been the cornerstone of the development of this province. We must take positive steps to ensure that the quality of education and opportunity for education do not decrease and thereby affect the positive development of the future residents of Alberta.

I would like to conclude by thanking the committee for the opportunity of presenting this brief.

Gary Friedel,
Mayor.

February 13, 1985

BRIEF FROM THE
COMMUNITY VOCATIONAL CENTRES
SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

MARCH 13, 1985

The Community Vocational Centres offer adult education programs in 16 communities in the North. Most of these communities fall within the boundaries of I.D.17. We are very similar to the Alberta Vocational Centres in our mandate, however, we have tended to concentrate our efforts on offering programs out in the various communities themselves rather than bringing students in to a central institution.

The Issue:

Alberta has been fortunate to have many creative, innovative leaders in the departments of education and advanced education who have come up with many ideas such as Further Education, Community Education, Consortia, and others. We feel that while Further Education has served the province well for more than the last 10 years, it is now time to look at whether we should continue to restrict these councils to the rather narrow mandate they have been given.

There is confusion over roles and mandates at times among the community education councils, further education councils, advanced education institution continuing education departments and consortia. There certainly have been discrepancies in funding for the various components

of the system, with further education usually on the bottom of the scale.

Residents of small northern communities do not have the wealth of educational opportunities that are available in the cities. They do not have the same opportunities for vocational, recreational and cultural growth that exist in the larger population centers. In these small communities it is very important therefore, that there be efficient and effective use of the resources that do exist.

Because of the restrictions in mandates or because of the culture developed by further education in the past, too many further education councils spend most of their energies on arranging arts and crafts courses and they ignore the needs of people in the community for credit programming and the need for community development. The problem then can be summed up as follows:

- Further education councils are restricted to non-credit programming for adults.
- There is confusion over mandates in some areas among Community Education Councils, Further Education Councils, Advanced Education Institutions, Continuing Education Departments and consortia.

The Solution:

We believe that by expanding the mandate of these councils we would improve the quality of life for people in many rural communities. Many of the smaller communities do not have further education councils. Some of them are interested in setting up councils so they can access further education funds. In many of these small communities we believe that a community education program rather than a further education program would be more beneficial.

We believe that further education councils should evolve into Community Education Councils. Further education councils concern themselves predominately with non-credit educational programs for adults. We would like to see the non-credit and adult-only distinctions removed so that Councils could deal with all educational needs in the northern communities.

In the rural areas of the North we believe that a community education approach would be more beneficial than a further education approach.

At the present time it is a rather long process to have a school designated as a Community school - a process that takes many well-developed communities a year. This process is very difficult to achieve for many rural communities that lack the community leadership

or knowledge of the community education concept.

We feel that the government should find some way of combining the best aspects of community education and further education for Northern rural communities.

The Community Vocational Centre and Northlands School Division are working on implementing this concept in a few pilot communities this year. It would be useful if the government would examine funding for community education, further education, to see if a model can be found that will more effectively meet the needs of all rural communities.

We feel these Community Education Committees should adopt the goals generally found in Community Education as follows:

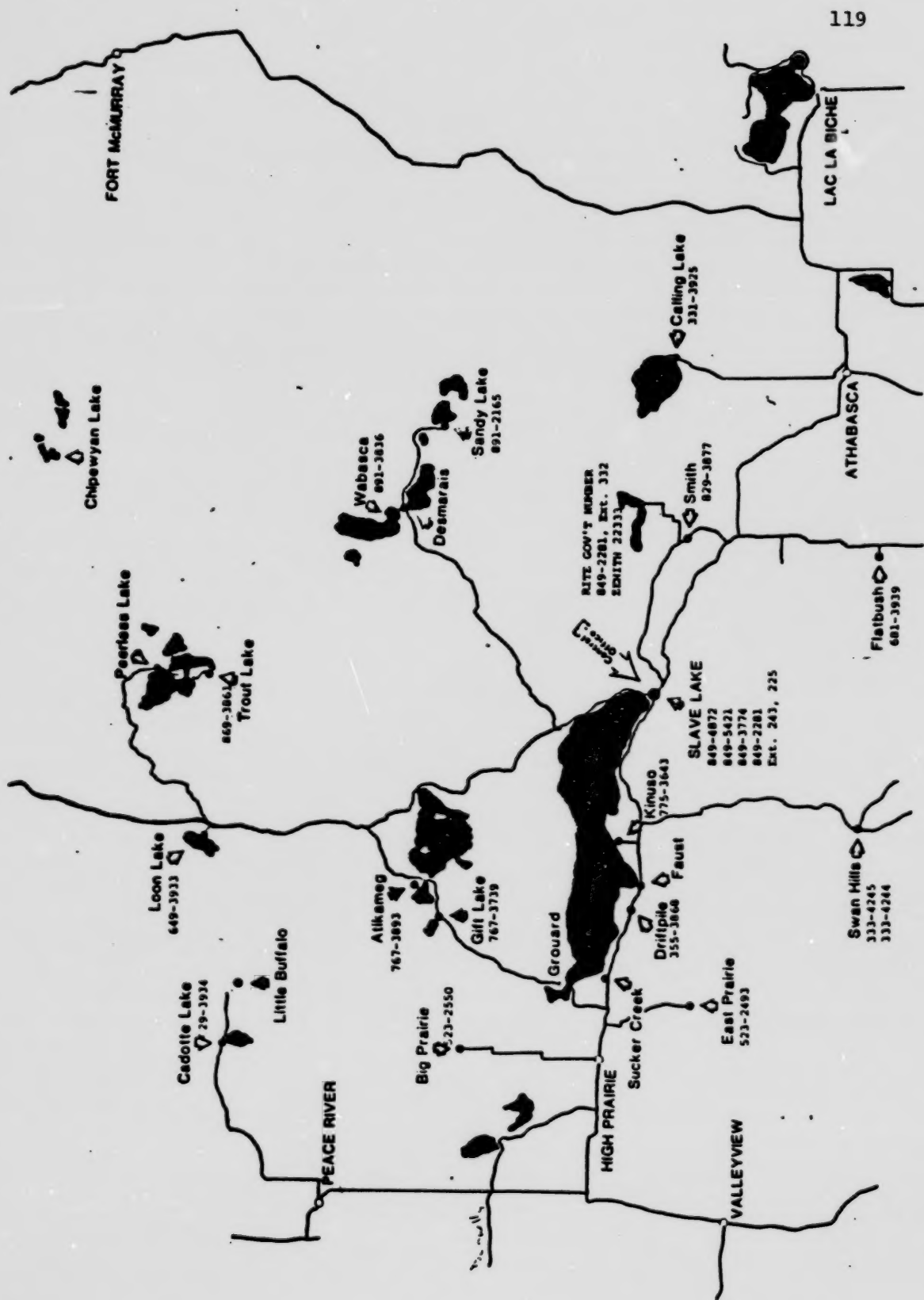
1. Enhance the K-12 school program by bringing the community into the school and by taking the school out into the community. Encourage the school to make more use of the community resources. Community Education Councils can encourage this by making teachers more aware of resources that do exist and by encouraging the community to be more involved in the school.
2. Increase the use of school facilities and other public facilities at little or no cost to community groups or agencies. Many of these public buildings operate for only a few hours a day.
3. Increase the number and variety of after school programs for children and youth.
4. Encourage agencies to offer educational, social, and recreational activities for adults. The entire community is regarded as the student body.

5. Increase the interagency cooperation and coordination in meeting the needs of the community.
6. Increase community involvement in solving community problems. This phase of community education has been called an attempt to return to "participatory democracy". (Community development.)

Many of these goals appear as recommendations of the Northern Alberta Development Council's "Early School Leavers in Northern Alberta, Final Workshop Report" (p. 27).

PRESENTED BY:

ROBERT AITKEN
DIRECTOR OF INSTRUCTION
COMMUNITY VOCATIONAL CENTRES
SLAVE LAKE, ALBERTA
849-7160



Arrows indicate communities serviced by Community Vocational Centres.

REPORT FROM
PADDLE PRAIRIE ADULT EDUCATION CENTRE

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MARCH 14, 1985

PADDLE PRAIRIE ADULT EDUCATION CENTRE

LAURA LOUCHEAD, ADULT UPGRADING INSTRUCTOR

PEARL DUSCHARME, TUTOR, PACEMAKING PROGRAM

MARY ANN VARTY, TUTOR, PACEMAKING PROGRAM

FACILITY PROVIDED BY PADDLE PRAIRIE METIS SETTLEMENT COUNCIL

ABOUT PACEMAKING IN PADDLE PRAIRIE:

The Pacemaking class here has been going strong since Christmas, with all six of our former students returning. We have enlarged our space and our students now generally feel more a part of the whole centre. They have become involved in the student council and are looking forward to a field trip to various post-secondary institutions.

We feel that it's possible all of our students can be enrolled in regular upgrading classes by next fall. One student will start with Laura's group as soon as there's an opening, and another two want to start part-time with her as soon as possible. We are also now in the process of recruiting new students.

Pearl and I feel that our group has made a lot of progress so far. This term we are more organized and feel more confident about what we are doing, so hopefully our students' goals can be met more effectively.

Submitted by: Mary Anne Varty

PADDLE PRAIRIE CENTRE REPORT
FEBRUARY 2, 1985

The Paddle Prairie centre presently has twelve full time students all at a high school level. Attendance is very good, probably the best it has ever been. If the students continue to work on their courses as they have been they should complete approximately 49 credit courses by April 26.

The Student's Union are doing a variety of money making projects for field trips. We hope to see Fairview College and Grande Prairie College in early March, and University of Alberta, N.A.I.T., and Grant McEwan Community College later on in March.

Although plans for these field trips are coming along very well, and I believe this will be a positive experience and good motivation for the students, the career goals are not clearly defined. Most students are not even clear as to what they want to go into.

In an attempt to rectify this I plan on spending more time on one to one counselling with the students, and I will make more use of the Fairview College counsellors. Tony Vanden Ende will set up appointments, for the students, with the department heads of the Colleges and Universities we will be visiting.

Our facility is quite good. We complain about having to pack up and move out for occasional community functions, but it is a vast improvement over the facilities we have had in the past.

Submitted by: Laura Lochhead

BRIEF FROM THE
NORTH PEACE ADULT EDUCATION CONSORTIUM

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

MARCH 14, 1985

MINISTERS ADVISORY COMMITTEE ON FURTHER EDUCATION

PUBLIC MEETING MANNING ADULT EDUCATION CENTRE MANNING, ALBERTA (March 14/85)

On behalf of the Board of Directors of the North Peace Adult Education Consortium, I would like to welcome the Minister's Advisory Committee on Further Education to the Manning Adult Education Centre today.

Those of us working in the field of adult education in the greater Manning community appreciate this opportunity to discuss with the Committee matters pertaining to further education. I truly hope that the day will be mutually enlightening to both the Committee and the various representatives from the public, Further Education Councils and post-secondary Institutions presenting briefs today.

The North Peace Consortium in the Greater Manning Community

Although the Consortium does not intend to present a formal brief to the Committee, I would like give the Committee some information on the Consortium operations in the Manning community.

In 1976 the Alberta Vocational Centre Grouard offered an Adult Upgrading Program in Manning as part of what had become known as the McKenzie North Satellite Campus network. In 1977, a similar Upgrading Program commenced in Dixonville, and in July, 1981, Fairview College assumed responsibility for these and all other McKenzie North Programs from AVC Grouard.

When the Consortium began in 1978, there were a few courses offered in Manning, Dixonville and Deadwood. The Consortium became much more active in the Manning community in subsequent years, and in 1982, the Consortium assumed the lease of the Dales Plumbing Building in Manning and the Community Hall in Dixonville, thus establishing Adult Education Centres in these communities.

In the fall of 1984, the Consortium entered into a lease agreement with the Peace River School Division for the Manning Elementary Annex, and as you can see today, this facility serves well as the "new" Manning Adult Education Centre.

The Consortium has not only shared its facilities with the Manning & District Further Education Council since 1982, but the Further Education Coordinator position has also been shared by the Consortium during this time.

In terms of adult education programming, both the Consortium and Further Education Council have been providing an ever-increasing number of courses and programs to the Manning community. In 1983/84, the Consortium member-Institutions registered over 300 students in a variety of courses. In addition, the Further Education Council registered over 750 students in a variety of courses throughout the Manning District.

As well as the increasing number of adult learners in the Manning Community, it is significant to note the range of program and course offerings. Students are enrolling in a wide variety of Consortium courses including: adult upgrading, secretarial sciences, business administration, and visual arts, while the Further Education Council continues to provide a comprehensive number of non-credit courses from computer in-service to aerobics.

In summary, the Consortium and Further Education Council continue to serve the learners in the greater Manning community, and all indicators point to an ever-improving delivery of courses and programs for the future.

Again, I wish to thank the Minister's Advisory Committee for spending this time with us in the Manning community, and I'm sure the day will be interesting and informative for the Committee and community alike.

Harold Wynne
Executive Director
North Peace Adult
Education
Consortium

WELCOME AND REPORT FROM THE

TOWN OF MANNING

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MARCH 14, 1985

Manning

ALBERTA

Welcomes You



BRIEF FROM THE
MANNING ADULT EDUCATION CENTRE

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

MARCH 14, 1985

LADIES and GENTLEMEN:

It is truly an honour to welcome you to the Town of Manning and we are pleased that you chose Manning as a location for one of your hearings. Education of any kind is crucial to our society; as the teaching of young and old alike will "pave the way" for many generations to come. We compliment the Committee on your initiatives in this regard, especially your eye towards bettering access to continued education.

The purpose of my presentation is not so much to express an opinion on this topic as it is to welcome to our fine community.

The Town of Manning was named after the former premier of the Province of Alberta. The Town is built on the banks of the scenic Notikewin River and is situated along the busy Mackenzie Highway, a key transportation route for our region. Our population stands at about 1200 persons and growing. As well, Manning serves a vast rural area providing many services to the farming, petroleum and forestry industries.

I can say with great pride and confidence that the Town has been a strong promoter of economic and community development. The many natural resource industries in our region rely on Manning for: services for their operation; homes for their employees; and a number of other facilities conducive to continued growth in these industries. Community services go hand-in-hand with this economic activity and Manning is home to a number of such services. An indoor swimming pool, an arena, satellite television and numerous other facilities are all extensively used by urban and rural resident alike. I must stress that one can never under-estimate the importance of community facilities, such as - continued education.

For your Committee's information, the Town of Manning made the following comments regarding the education aspects of the Province's

White Paper on Proposals for an Industrial and Science Strategy for
Albertans: 1985 to 1990:

• EDUCATION

Education and research undertakings are crucial to any industrial strategy as the teaching and training of our young people will pave the way for future economic growth. Continued education and special training for northern setting activity should be a part of an education strategy for this Province. Access to these types of facilities will enhance our region and our ability to attract industries to the Town of Manning.

It is our feeling that any additional continued education facilities in the north would find Manning well suited as a location. We cannot think of a better place to fill these needs.

As these comments indicate, the Town of Manning places a high premium on continued education. It is clear to us that the expansion of continued educational facilities in the north is vital to our development as a people and a region.

We shall, as a town, continue to be innovative and applaud those who look to the future, such as this Advisory Committee on Further Education.

I wish you all the success in the world and trust your hearings will be informative, thought-provoking and fruitful. Please take the time to visit our Town and experience some of our many attributes.

WELCOME TO THE TOWN OF MANNING!

A WELCOME FROM:
MAYOR DEL HARBOURNE
TOWN OF MANNING
MARCH 14, 1985

BRIEF FROM THE
MANNING ADULT EDUCATION CENTRE

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MARCH 14, 1985

ADULT EDUCATION IS GROWING

Adult Education is expanding every year and it's happening for - and because of - people just like you! Together with the North Peace Adult Education Consortium and various Institutions, the Centre is able to bring in a wide variety of credit courses. The Manning and District Further Education Council, in conjunction with these Institutions and the N.P.A.E.C., works at continuing to create new non-credit courses and running successful courses of the past again - all to better serve the people of the Manning area.

Through future articles we hope to keep you up-to-date on what's happening at the Manning Adult Ed Centre, both with Further Education courses and with credit programs, how things are progressing and what's coming in the future.

As many of you know, in September of 1984 the Centre moved to the former Elementary School Annex, south of the Elementary School, because increased space was necessary. That, in itself, is a testimony to the expansion of Adult Education in the Manning area.

We have students coming to the Centre both full and part-time for the Clerk-Typist program, and upgrading courses such as English 13, Social 10, Math 15, English 23, Typing 30, English 30, 33 and many more. This session something new is being tried. It is now possible for an individual to take only one or two of the clerk-typist courses, if they do not wish to take the entire program. You can come for an hour or so to the Centre at the same time each day and take a course such as Bookkeeping, Typing, Office Practices or Business Machines.

Many Institutions offer courses bring which students from all over the province together via a special communication method known as "teleconferencing". Instructors at S.A.I.T., Athabasca University or University of Calgary, for example, are able to have a class consisting of students in places like Manning, Calgary, Rocky Mt. House, and Gleichen - up to 20 locations at once! In the coming months you can attend such university courses as Common Legal Rights and Responsibilities of Classroom Teachers, Nitty Gritty Library Workshop, Hotel/Motel Operations, without ever leaving Manning! Already we've had teleconferences in Medical Terminology, Psychology, Propane Fuel Systems. At the present time there are eleven teleconferences in progress. These include courses such as Administrative Principles, Anatomy & Physiology, Introduction to Libraries.

Instructors from S.A.I.T. and other such Institutions are not able to come to Manning personally, but we continue to have Grande Prairie Regional College, AVC Grouard and Fairview College instructors come right to Manning to teach various courses.

Further Ed courses have been rolling along well since the fall session began in September. Some of the courses offered then were square dancing, candlewicking, hoop weaving, photography. In our winter session courses such as tatting, Dollar Sense, taxation, cake decorating, and machine embroidery have started. (A few of these are now completed.) Ag. Financial Management (offered in conjunction with Fairview College) has continued on into the winter session. There have been many successful courses recently - Defensive Driving and the First Aid courses for example. Also, the "Travelling Wok" course, taught by Winnie Chong our D.H.E., received overwhelming response!

In the first week of March our Family Support Worker Training Program will be starting. Sponsored by AVC Grouard, it is sure to prove to be a very worthwhile program. The need for Home Care Workers is a very real need. We hope that programs such as this one will give help where this need exists.

A new addition to the Centre will soon be ready. Pat Albers, a Career Counsellor at the Alberta Career Centre in Peace River, is setting up a Career Library in Room 102 of our Centre. Once complete this library will be open to the public. It will contain such information as what careers are available and what requirements are necessary.

Remember! The Manning and District Further Education Council is here to bring you the courses you want! We're always willing to hear new ideas and are interested in what you have to say about Further Education. Your area reps are: Liz Adams (North Star), Mary Anne Thomas (Dixonville), Eva Chambers (Deadwood), Margaret Pawlowich (East Manning), Mary Davis (Manning), Dianne Conrad (Hotchkiss, also she is an instructor), Irene Dechant (Hawk Hills), and Janice Freeman (Keg River). They are always willing to pass on your interests and concerns to the Council. Your opinion does count!

For those of you who may be unaware of it, there are at present 10 other Council members: Carolyn Rochon (Co-ordinator), Harold Wynne (Director, NPAEC), Terry Bryan (Fairview College), Ralph Lewis (Instructor), Hubert Dechant (PRSD #10), Winnie Chong (D.H.E.) and Elaine Ryl (D.A.). Also we have representatives from the Forestry, Phil Dube, from the Health Unit, Kathy Nelson, and from the Merchants' Association, Dorothy Ungarian. All of these people work together to bring you a wide range of courses - from Floral Design to First Aid Courses to numerous two day workshops such as Professional Secretary and Public Speaking. And this month the Compuvan will be travelling the area - the computers will be coming to you!

No matter what your interests - academic, or crafts, for credits or for the fun of it, the Manning Adult Education Centre is waiting to help you out! So drop by one of these days and see what it's all about!

MANNING ADULT EDUCATION CENTRE

RALPH LEWIS, ADULT UPGRADING INSTRUCTOR

DIANNE CONRAD, ADULT UPGRADING INSTRUCTOR

CAROLYN ROCHON, COORDINATOR

MARY YUHAR, CLERK TYPIST

FACILITY PROVIDED BY THE NORTH PEACE CONSORTIUM

MANNING PROGRAMS**1984-85**

During Session I, 20 students were enrolled in Fairview College's day programs at the Centre. Thirteen attended Adult Upgrading and seven attended the Clerk-Typist program.

Session II commenced January 28 with nine students in Adult Upgrading and seven students in Clerk-Typist.

The College has a request to deliver the fall Secretarial Certificate program in Manning during 1985-86 and an expansion of the Micro-computer/Business Training lab is planned.

BRIEF FROM THE
MANNING AND DISTRICT FURTHER EDUCATION COUNCIL

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

MARCH 14, 1985

On behalf of the Manning and District Further Education Council, I would like to thank the Minister's Advisory Committee for providing us with the opportunity to present our submission.

The Manning and District Further Education Council is hosted by the North Peace Adult Education Consortium. The Consortium has provided us with leadership, financial support and a facility in which to operate.

When the Manning and District Further Education Council was formed in 1976, we offered many craft courses. Gradually the types of courses requested by our community changed. Now the emphasis is on career-oriented and skills upgrading courses. The members of our community are looking for personal development types of courses that will better equip them to deal with the stresses in their lives. We continue to offer approximately one hundred non-credit courses per year with about one thousand students.

For the 1984-85 term we have planned to offer such courses as Professional Secretary, Assertiveness Training, Developing Effective Leadership Skills, C.P.R. Basic Rescuer, Standard First Aid and Adults and Young People. We are also offering Typing, Record-Keeping, Taxation, Dollar Sense and Microcomputer courses. We are able to offer these types of courses through the co-operation of the member institutions of the North Peace Adult Education Consortium. The institutions provide equipment, course materials and financial aid to the Council to make these courses possible. The high cost of transportation in bringing the instructors to our area has been a significant factor in the number of the more advanced level of courses we have been able to offer. Although we have been more successful, through the Consortium, in bringing these courses to our area, there is still more we would like to do.

Although we have shifted our emphasis to more career-oriented courses, we continue to offer the general interest courses that provide our community with social pleasure as well as the opportunity to learn something new.

We have many plans for new and interesting courses but are held back by one aspect: program funding.

Our Council was in a rapidly expanding state when program funds were frozen at the level at which they remain today. Many other Councils had attained their maximum potential at that time while we felt we could provide more educational opportunities to our community.

We have increased our tuition fees to help spread our programming money further but must watch extremely closely so that we don't overspend our program grant allotment.

We would like to ask that the programming grant for our council be re-evaluated. Perhaps there are some Councils who are requiring less and thus, a re-allocation of funds is possible.

We greatly appreciate the support given us by Further Education Services and would like to take this opportunity to thank you for your continued interest in Further Education in our community.

We would also like to thank our hosting authority, the North Peace Adult Education Consortium, and especially, the Executive Director, Harold Wynne, and the member institutions, particularly AVC Grouard, Fairview College, Grande Prairie Regional College and Athabasca University. Without their support many of our courses would not be possible.

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Further Education is extremely important in a Northern Community such as ours. It provides many aspects to life here that are offered by other means in more urban settings.

SUBMITTED BY:

CAROLYN ROCHON

CO-ORDINATOR

MANNING AND DISTRICT FURTHER EDUCATION COUNCIL

BRIEF FROM THE
TOWN OF HIGH LEVEL
SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

MARCH 14, 1985

In opening, the Town Council of High Level wishes to express their appreciation for this opportunity to address the Minister's Advisory Committee on Further Education.

We would also like to voice our gratitude to the Fairview College Board of Governors for their administrative support and their foresight in developing a separate college site in High Level. This move has enabled the programming in High Level to increase considerably.

We do, however, have several needs that must be addressed.

High Level is a young community with a high percentage of young people in our population. (1609 or 57.3% of our population is under the age of 24 as per our 1984 census. Further information on population trends for our region are attached as Appendix I). Many of these young people have low education levels requiring further upgrading and additional skill training.

Since the Town of High Level is in a unique situation in the Province of Alberta because it is so far removed from services available to other residents of the Province, we feel our needs must be met locally. We are located 245 miles (340 kilometres) from the Fairview campus

of Fairview College and 300 miles (500 kilometres) from AVC Grouard. Therefore, we have a need for a wider range of training opportunities provided locally.

This need applies to furthering the educational needs of residents in the overall region. High Level is considered a service centre for many of the small surrounding communities such as La Crete, Fort Vermilion, Rainbow Lake, Paddle Prairie and eight Reserves (Assumption, Meander River, Bushe River, Fox Lake, Garden River, John D'Or and North and South Tall Cree). High Level's history and the economic diversity of the area indicates continued steady growth and its continued use as a service centre for the surrounding area.

Currently, any of the residents in the above-named communities must leave the area for any skill training beyond adult upgrading.

For any of the residents of these communities to take advantage of educational opportunities in High Level, it is currently an expensive or impossible venture. As a growing community, High Level has been experiencing a housing crisis. The room and board situation is almost non-existent in High Level and, when available, extremely expensive.

This limits further education opportunities to those that can afford to go elsewhere. Even for those students, often the distance and loss of support systems in their new environment are a problem causing many to not succeed.

To support the growth in our region with its continued diversity, the necessary skill training for residents of the area must be provided. We urge that Fairview College in High Level be upgraded to a permanent facility with room for expansion. Associated with this, a dormitory facility to meet the housing needs of regional students would be desirable.

As the present location of the College in High Level is very limited in terms of further expansion and since the land belongs to the Fort Vermilion School Division, the Town of High Level would be prepared to help obtain whatever land is necessary for this new venture.

With the advent of Opportunity Core in High Level in 1985, we would also like to recommend joint use of facilities to increase the variety of programming available to the general public. A trade facility such as this could provide some additional skill training. We strongly recommend a joint venture be explored to best utilize capital funds.

In summary, our requests are:

1. A permanent college facility in High Level with room for expansion;
2. Increased programming in the skills areas.

In closing, we again thank you for this opportunity to address the Minister's Advisory Committee on Further Education and trust you will bring our concerns to the Minister.

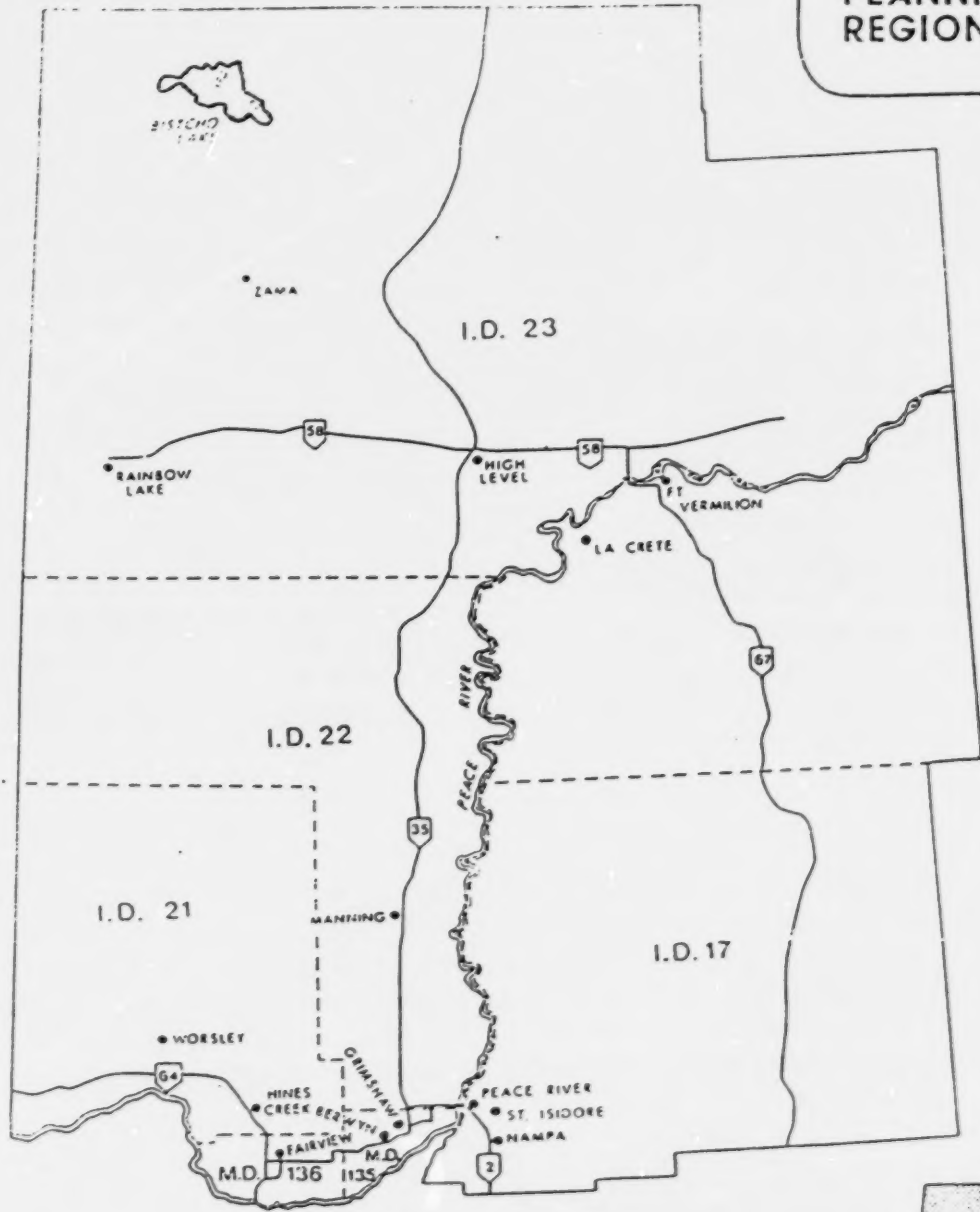
In view of the current trends in both Federal and Provincial Governments to upgrade our young people to meet the needs of the 1980's and 1990's, this request should be a priority for our region.

SUBMITTED BY:

R.E. WALTER, MAYOR
TOWN OF HIGH LEVEL

APPENDIX I

THE
MACKENZIE
PLANNING
REGION



Generalizations which apply equally to all municipalities are difficult to form due to the unique aspects of municipal population composition. However, some general regional age structure trends may be observed. (See Table 2.2).

The Mackenzie Region population has consistently contained an above average proportion of young people (0-14 age group) in relation to Canada and Alberta (See Figure 2.2). In the most recent census period, the gap between the region and the provincial and national averages has widened. One reason for this could be the high birth rates in our region. As well, the influx of people of childbearing age into the towns of the region could help explain this difference.

By comparison, the region has a below average proportion of elderly people (See Figure 2.3). This is significant because it indicates that the Mackenzie Region has a young population as compared to the population of Canada which is considered aged. In statistical terms, a locality with more than 10% of its population 65 years old or more is considered aged, and a locality with more than 35% of its population under 15 years of age is considered young.

The labour force age group (15-64) has increased its proportion of the total regional population in recent years but it still lags behind the provincial and national averages. (See Figure 2.4). A further narrowing of the gap between the region's and the others' averages can be anticipated in future years, as the region's current high proportion of young people shift into the labour force category.

It may also be noted that the end of the post-war baby boom can generally be traced to the 1961-66 period although its effects appear to have lingered on more noticeably in the Mackenzie Region. Generally high fertility rates in the late forties and fifties may well have been accentuated in the region because of its strong rural nature. Growing rural populations tend to have particularly high fertility rates. Therefore, the region as a whole still has a large

TABLE 2.2
AGE STRUCTURE
COMPARISONS AND TRENDS (PERCENTAGES)

	1961	1966	1967	1976	1981
Canada					
0 - 14	33.9	34.7	29.5	25.6	22.5
15 - 64	58.3	57.3	62.3	65.6	67.9
65 +	7.8	7.7	8.2	8.8	9.7
Alberta					
0 - 14	35.2	34.9	31.5	27.4	24.2
15 - 64	57.6	57.9	61.4	65.2	68.4
65 +	7.2	7.2	7.1	7.4	7.3
Region					
0 - 14	38.9	40.1	37.1	35.3	32.7
15 - 64	55.3	54.4	56.3	58.1	61.2
65 +	5.8	5.5	6.7	6.7	6.1

Source: Statistics Canada
Calculations by MRPC staff

FIGURE 2.2
AGE STRUCTURE COMPARISON
0 - 14 YEARS

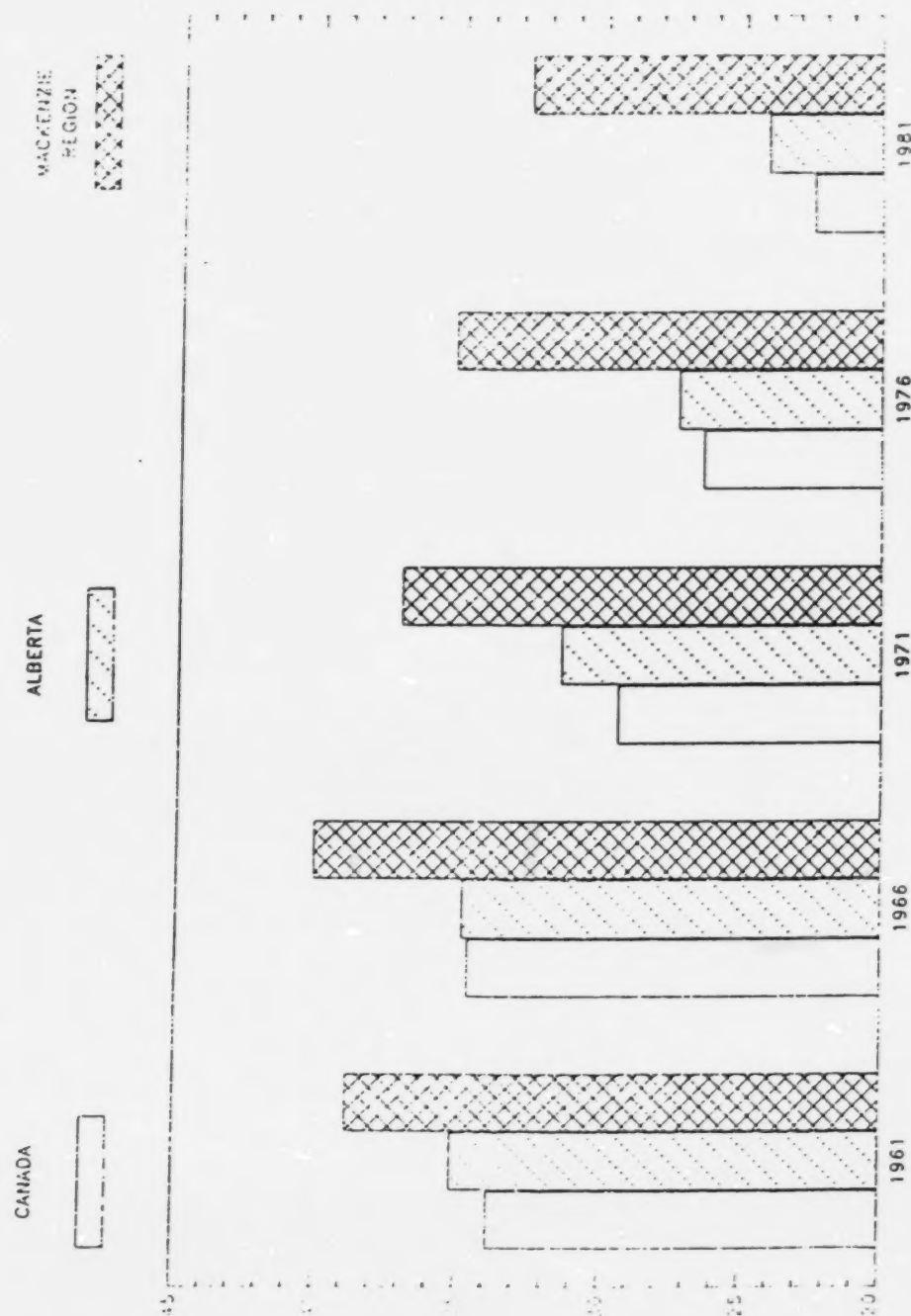
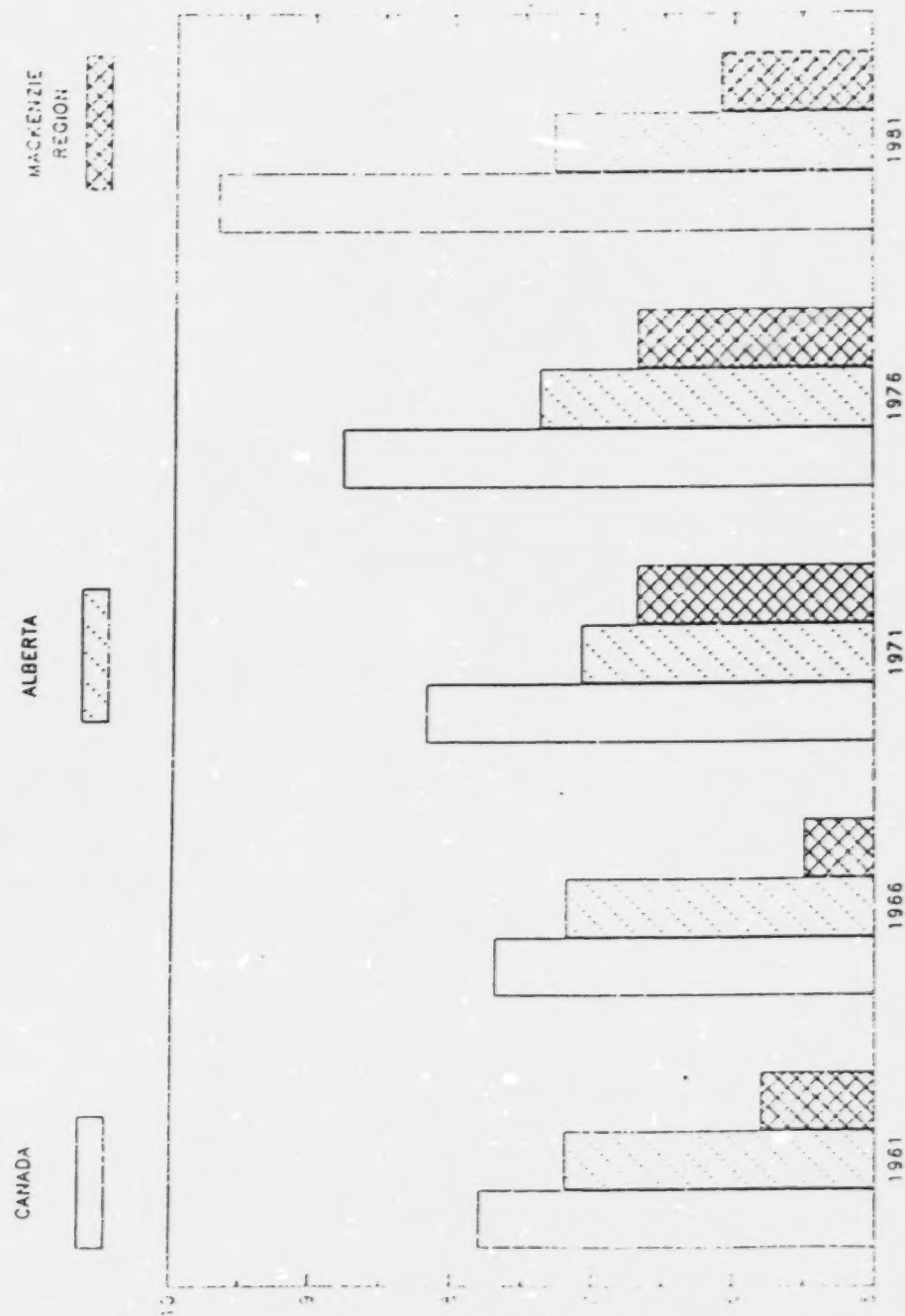


FIGURE 2.3
AGE STRUCTURE COMPARISON
65 YEARS AND OVER



LETTER FROM
NORTHWEST REGIONAL ECONOMIC DEVELOPMENT COUNCIL

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

MARCH 14, 1985

Northwest Regional Economic Development Council

152

YOUR FILE

OUR FILE

April 9th, 1985

Mr. Tony Powell,
Executive Secretary,
Minister's Advisory Committee,
Alberta Advanced Education,
Field Services Division,
7th Floor Devonian Bldg.,
East Wing, 11160 Jasper Ave,
Edmonton, Ab. T5K 0L1

Dear Mr. Powell;

The Council is in receipt of a copy of the brief forwarded to the committee by the Town of High Level.

The Council has traditionally been concerned about levels of education and educational services available in the Lower Peace. Therefore, it is the Council's pleasure to endorse High Level's brief to the Committee.

Sincerely,

Lewis Patmore,
Chairman.

BRIEF FROM THE
CHINCHAGA FURTHER EDUCATION COUNCIL

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

MARCH 14, 1985

Chinchaga Further Education Council was formed in 1981 when the service to the ID #23 area was divided between Chinchaga and the Northeast Further Education Councils. At that time it was established that the distances involved were just too great for the programming needs of the area to be met by one Council and one Co-ordinator.

The response to Further Education courses has increased from an enrollment in 1981 of 324 to 689 participants in 1984. These numbers correspond closely to the participation rates confirmed in the Adult Education Survey carried out by Statistics Canada released in November 1984.

This year our emphasis will shift to more scholastic and life skills programming as much of the physical development aspect has become self-supporting and has been turned over to the Town of High Level Recreation Department. We continue to offer many craft and artistic development courses.

A workshop report on Early School Leavers by HLA Consultants, done for the Northern Alberta Development Council, Northland School Division and Alberta Education in June 1984, revealed that about 50% of all students who begin school in Northern Alberta become early school leavers. The percentage is higher the more remote the area that was covered by the study.

The report goes on to recognize that later living skills programs could make up some of the educational opportunities which were lost to these people when they left school. 92% of those interviewed who dropped out of school expressed a desire to get more education, and one of the main reasons for leaving school was the irrelevance of the curriculum to the students' lifestyles.

While Further Education cannot help those students who are presently at risk, (that remains the responsibility of the school system) we do have the opportunity to improve the skills, community awareness and physical well-being of some who have had their education cut short.

Facilities and opportunities for improving one's scope of knowledge and skills are limited in small communities and even more so in the remote areas of Northern Alberta. Chinchaga Further Education Council has an excellent relationship with Fairview College/Mackenzie North and with many community groups and we have been able to tailor our courses to meet the needs of the communities we serve. Many of our students are not early school leavers, but many are. In the Further Education atmosphere they are able to learn and broaden their interests on an equal footing with the best formally-educated members of the community.

They may be introduced to Further Education through a Cake Decorating Course and thereby be encouraged to take part in a weekend of winter survival. Once introduced to the Further Education process, it is easy to enroll in a basic computer course or to persuade a son or a daughter to do so. The ripples spread once the stone is dropped and effectiveness of Further Education is felt throughout the community.

The Tutoring Project now administered by Fairview College/Mackenzie North was instituted by the Further Education Council and X-Terminators Literacy Council in 1979. It has opened up the world to many residents of the district and there are presently some 80 students enrolled in the Project.

Working closely with Fairview College/Mackenzie North, we have been able to access some of their instructors and jointly sponsor some academic courses such as computing, word processing, ESL and Conversational French. We have branched out into community awareness programs on violence in the home and pastoral care. This year

we will sponsor an evening workshop dealing with suicide.

The residents of our communities are grateful for the opportunities afforded them by Further Education's financial support. The small population base and the nature of much of the employment in the area do not offer a wide range of local expertise upon which we can draw. The high costs of transportation and subsistence incurred in bringing qualified instructors to our area is an ongoing concern and a strain on our budget. However, as stated previously, some of our programs have become so successful they are now self-supporting and no longer need our assistance. This will free up our energies to be directed to new programs in the coming year.

Whether we are here for housebound mothers, overweight office workers, natives transplanted to an urban setting or farmers trying to get one more dollar from a field of grain, we want to be here to serve them all.

Respectfully submitted

Elaine Peterson

Ruth Lindsay

Elaine Peterson, Chairperson

Ruth Lindsay, Co-ordinator

Chinchaga Further Education Council

High Level, Alberta

BRIEF FROM THE
JOINT ADVISORY BOARD FOR FAIRVIEW COLLEGE

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

MARCH 14, 1985

BRIEF TO THE MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

As a member of the community and the Joint Advisory Board for Fairview College, I would like to thank you very much for taking the time and concern for letting the Joint Advisory Board address the Minister's Advisory Committee on Further Education.

We would also like to thank the Fairview College for the facility we have here in High Level, for meeting a need as it was required. Our concern lies in this very point. Though these facilities were sufficient when they were set up, the demands placed upon the physical setup now show that the facilities are far from adequate. This temporary structure as is, has filled a need, however the area has proven itself to be able to warrant a permanent facility.

Our area has a very low educational level requiring training in different skill locations. Of these people, 57.3% are under the age of 24 (1984 census). To supply the Educational need required for this area, many programs are needed, ranging from life skills, to pre-employment trades, to university transferable courses. This whole range unfortunately cannot be facilitated without the construction of an expandable permanent facility.

Our concern for a permanent facility lies much deeper than what has just been mentioned. High Level is the hub of this area, acting as a service centre for the North region. Because of this, many students would attend an educational institution in High Level rather than travel out to the larger centres many miles away. With a permanent facility lies the association of a permanent commitment to the area by Fairview College.

Further concerns for the need of a more permanent facility lies in:

- a) attraction of students that would go elsewhere due to educational concerns relating to commitment,
- b) provision of adequate office facilities for staff,
- c) provision of adequate lounge facilities for the students,

(2)

- d) provision of library facilities,
- e) provision of storage facilities,
- f) provision of meeting rooms that are required,
- g) provision of the much needed classroom space needed immediately,
- h) on the fact that temporary facilities here in High Level can be transferred to other areas where they are desperately needed.

There is much support from the whole area to have such a facility on line here in High Level. Between that and having residences to house the students, many students can be attracted to attend programs here in our town rather than going out to other educational institutions of not attending at all. Unfortunately due to the shortage of time for many of the separate groups to meet and respond with letters of support of our concerns, they are still in the process of being sent. Verbal confirmations have been made by the different representative bodies in the area. Upon obtaining these I will submit them to the Advisory Board. The areas are as follows: Little Red River Band, Rainbow Lake Chamber of Commerce, The Northwest Regional Economic Development Council, New Town of Rainbow Lake and I.D. # 23.

Please note, attached are letters from the High Level and District Chamber of Commerce, Paddle Prairie Metis Settlement Association and a letter that had been forwarded to the Fairview College Board of Governors earlier in this academic year.

Thank you very much for the opportunity to present our concerns to the Advisory Board.

A. Tanaka, B. Ed
Chairman
Joint Advisory Board to Fairview College
High Level.



160

HIGH LEVEL AND DISTRICT
CHAMBER OF COMMERCE

P.O. Box 202 HIGH LEVEL, ALBERTA T0H 1Z0

1985 02 18

Alan Tanaka
Chairman, Fairview College Joint Advisory Board
High Level, AB

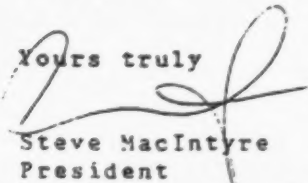
Dear Alan

In reference to your letter concerning housing and a permanent facility here in High Level. Last year the Chamber of Commerce did a study showing that the town of High Level has a very serious problem concerning housing. Many people are without housing, living in skid shacks, back of stores, holiday trailers, what ever they can get a hold of. One example of the ramification of this problem is shown by a family being split up with half the family here and the other half living in another town. If you will remember the housing minister, Larry Shaben, Tourism and Small business Minister Al Adair, and Joe Engleman the head of Alberta Housing Corporation, made a special trip to High Level to try to find a solution to our problem. To bring all those high Government officials here indicates the problem here in our area.

The idea of a Permanent facility being established here indicates a positive concern and attitude towards the college's commitment here in High Level. The result of this could lead to a closer tie for students not having to leave the area to the extent they now have to do.

Your concern for this is difinitly a valid one. Please contact the chamber if you or your organization require any further information or support.

Yours truly


Steve MacIntyre
President

High Level and District Chamber of Commerce

1984 11 29

Richard Kushko
Joint Advisory Board Chairman,
Fairview College

Dear Richard;

On behalf of the High Level Local Advisory Board, I would like to present to the Joint Advisory Board two serious concerns the college here in High Level faces. The problems are the serious lack of housing here in High Level and the lack of class space available.

The first situation on lack of housing lends itself to several serious problems facing students, staff and college effectiveness here in High Level. As is well known, High Level has a zero vacancy rate, and as a result staff coming up have had serious problems in finding accommodations. For new students coming to the centre housing is again an important issue, there have been several students that have not been able to attend the centre because of the very fact there was no housing available. One finds that to fill the need of education here in our area perhaps Fairview college can look at alternatives to help solve this problem. One possible aid would be to have several trailers for staff and students, and in the long term perhaps a student residence being built. To further comment on the desperation of the situation here, last week the Hon. Larry Shaben, Minister of Housing, Joe Engleman president of Alberta Housing, and the Hon. Al Adair flew up to High Level to try and address this very concern of no housing. We have people with jobs but no where to live, resulting in having to quit, families living apart in different towns and many more examples. Please note the attached articles enclosed with this letter about our situation here. Again, as a result of no living quarters being available both student and staff find it a hardship resulting in a lowering of effectiveness of the centre as a educating institution for the area.

The second concern I wish to present to the Joint Advisory Board is the need of more class space required by the High Level Centre. As time has progressed the growth of the centre is such that much more class and storage space is

required to meet the expanded needs of the college. At present all space is being utilized not only during the day but evenings and weekends, there literally is no time the centre is not being used. There are two classrooms being rented from the Ft Vermilion School Division to help with the problem, however they will need the class space back again thus putting further pressure on the number of programs that could be offered as a result. A long term solution would be for the the building of a permanent fixture here in High Level thus allowing for the future expanded needs of the area. It should be noted that High Level has not suffered from the economic down turn that the rest of Alberta experienced, this and other economic factors lends itself to be a viable area of investment. The result of this ensures progressive growth of the High Level centre and justifies the expenditure of such a facility. The need for additional space is a real need that has to be addressed immediately to ensure proper growth of the centre and the needs of the educational programs are met.

To summarize, the physical space of the college here is inadequate for the programs being offered and the housing shortage in this area lends itself to the centre not being able to operate up to its potential. If possible, immediate action should be taken to resolve these points.
Yours truly



A. Tanaka, B.ED.
Chairman
High Level Local Advisory Board

A22

Alberta

North has urgent shortage of rental housing—council

By BOB GILMOUR
Journal Staff Writer

High Level and several other northern Alberta communities are facing an urgent shortage of rental housing, says the Northern Alberta Development Council (NADC).

High Level and McLennan have both approached the NADC about severe shortages of rental accommodation, says Roger Jackson, an NADC officer in Peace River.

Jackson says a recent Alberta Housing survey also shows an urgent rental unit shortage in Grand Centre, Cold Lake, Bonnyville, Slave Lake and Lac la Biche.

The survey also indicates a near-urgent rental shortage in Fort McMurray, St. Paul, High Prairie and Athabasca, says Jackson.

Steve MacIntyre, Chamber of Commerce president in High Level, about 800 km northwest of Edmonton, says there are no apartments, houses or trailers available for rent in town.

"There's just nothing available. And on average, the motels are full as well. It's just a critical situation."

MacIntyre says a one-bedroom apartment in High Level is renting for a minimum of \$600 a month. A half-duplex rents for \$1,200 a month, a three-bedroom trailer for \$750 to \$1,200, and a three-bedroom house for as high as \$1,800.

MacIntyre says some families are paying up to \$1,600 a month for apartment-motel rooms, others up to \$500 a month for holiday trailers,

and some people are living in their stores and business premises.

Bob Walter, mayor of the town of 2,800, says the rental shortage is more critical in winter because of "gung-ho" activity by seismic firms, oil drilling and lumber and forestry operations.

MacIntyre says High Level's population growth has contributed to the rental shortage since the town's population hasn't dipped like the rest of Alberta due to the economic recession.

Drawn by the prospect of jobs, people have flocked to High Level from as far as Central Canada, Saskatchewan and B.C.

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LOOK FOR STOPS



Jobless workers protest at House

By RICK PEDERSEN
Journal Staff Writer

Unemployed construction workers held a quiet protest in the restaurant of the Alberta legislature at noon Tuesday.

"We want our presence known—that we're out of work—that there's no foreseeable work," said one electrician who refused to give his name.

"When we demonstrate out on the front lawn all they do is close the front doors," a Teamster added.

The protest was added to the list of activities planned for the day.



have the municipalities worried.

Edmonton Alderman Ron Hoyer says the new legislation may be sent for city council to pull Edmonton Power out of EEMA. "If the city utility users have to pay a high price for utilities simply to make it easier for those in rural areas, I think there will be a time when the citizens will say this is not fair." In addition to possible cost increases next September, the city faces another drop in shielding under the original EEMA agreement, which covered 100% of increased costs in 1982 and dropped by 20% annually. The shortfall in shielding this year is \$4 million; in 1985 it will be \$9 million.

Mr. Bugle, while advising the city that it is free to drop out of the agency, warns

Edmontonians that such a move could be detrimental in the long term. Pointing out that the provincial capital has gained \$26 million under the shielding agreement in 1982 and 1983, the minister said short-term gains won't compensate for the huge costs of operating the mammoth Genesee plant which will be brought on stream in 1988. The \$1.2-billion project is expected to raise Edmonton Power's generating and transmission costs by approximately \$60 million in its first year, an increase of about 25%. Without EEMA membership, Edmontonians will bear the brunt of those costs alone, rather than in a province-wide sharing agreement. The city has commissioned a report examining the pros and cons of EEMA membership, but is keep-

ing the decision on Calgary's gas and power companies, tried to convince the utility minister to postpone the legislative changes until the spring session to give municipalities time to prepare. He was, however, refused. Mr. Hoyer insisted the legislation be passed before PCH issues its new rates January 1. "He pushed it all through too quickly," says Mr. Reid. "We haven't been able to study the data he's been basing the changes on... I'm becoming disgusted with the whole thing." He believes that the minister's hastiness will result in "all of us being called in again in a couple more years to and sort out what's going on this time."

Kenneth Whyte

Low living in High Level

Where even a bread truck becomes a home

When Robert and Janet Cope arrived in High Level a year ago this month with their three children they expected to stay awhile. Mr. Cope, 50, had a steady job at the Halliburton Services Ltd. shop and the town seemed a good place to raise a family. But when the house they were renting was sold early this month they were unable to find any place else to live. Mrs. Cope and two of the children now reside in Fort St. John, B.C., 193 miles southwest, while Mr. Cope, who swears that "nothing in the world would make me bring my family back to this town," remains in High Level with his son Wade, living in a 10-by-36-foot bush camp skid shack for which he pays \$350 a month rent.

Even so, Mr. Cope is better off than many in High Level (pop. 2,637).

377 miles north of Edmonton, where a severe shortage of rental housing is forcing some 40 families to spend the winter in holiday trailers, motel rooms, or in one case an old bread truck. A study last month by the Chamber of Commerce found husbands and wives forced to board in separate homes and families paying up to \$1,000 a month to rent a motel room. Michael Mihaly, publisher of the

weekly newspaper *Echo*, lays the blame squarely with the town and provincial governments, which between them control all but 160 of the 4,000 acres of land available for development. High Level owns 258 acres, and two years ago the Alberta Mortgage and Housing Corporation serviced 222 lots on its 250-acre holding; the balance is crown land. However, at



Hut-dweller Cope (R) and son Wade. A co-worker lives in a storage room.

\$22,000 an AMHC lot is too expensive for most people to afford, says Mr. Mihaly, and only 38 have been sold. Moreover, since the town has an agreement to buy back all unsold AMHC lots after five years, Mr. Mihaly says the council is attempting to ensure that the AMHC lots will be sold by withholding approval for private developers to work them. Peter River MLA J. Adamson says Adamson

a simple response to the suggestion that the town's agreement with the province discourages private-sector participation: "Hogwash."

Last month, Chamber of Commerce President Stephen MacIntyre asked the town council to pass a resolution calling on AMHC to make 31 of its lots available on a lease-to-purchase basis. Rather than paying 10% down and installing improvements on the property, as AMHC currently requires, a lease-to-purchase agreement would make lots available for nothing down and as little as \$200 a month. Council passed the resolution, but AMHC rejected the suggestion for no reason (Joseph Einge, 50, the corporation's president, says it is still being considered.)

Meanwhile, Mayor Robt. Walter and Mr. Adamson say High Level's housing shortage is not as bad as it seems. "I honestly don't think there's too much of a problem," says Mayor Walter, who attributes the overcrowding to increased winter employment in the area's oil and lumber industries. Nonetheless, Mr. Adamson says AMHC is working "feverishly" to come up with a solution which could include encouraging private developers to work in High Level. As well, an apartment project scheduled for next summer should improve matters. Apparently soothed by Mr. Adamson's assurances the chamber this month abandoned its efforts to secure a lease-purchase agreement from AMHC.

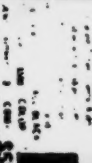
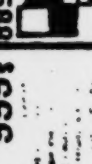
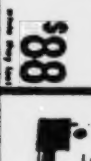
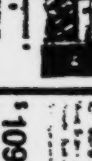
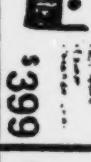
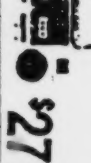
The Cope family, meanwhile, continue to live hundreds of miles apart, one of many suffering from the housing shortage. Says Mr. Cope: "We're not alone. Another lad working here lives in an apartment building without even having \$300 a month rent without even having much as a window. People I know are living in holiday trailers. We're not like living like this, but you have to go where the work is."

Brian Taylor and Jim

More than 40 families and individuals in the town of 2,000, 782 km northwest of Edmonton, are desperate for rental accommodations, chamber president Steve MacIvyre told *The Sun*.

and the five-year agreement the two sides had signed in 1977. "I told all the board that it's a great idea, but I don't know if it's a good idea," he said. "I don't know if it's a good idea, but I don't know if it's a good idea."

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Housing shortage hits

CAROL PICARD

Staff writer

A critical shortage of rental housing in High Level is forcing families to spend the winter in holiday trailers, motel rooms and, in some cases, in separate residences.

And the town council of commerce says Alberta Mortgage and Housing Corporation is unwilling to help them out on a short-term solution to find housing for the winter.

More than 40 families and individuals in the town of 2,800, 12 km north of Edmonton, are desperate for rental accommodation, said town councillor Steve MacIntyre told *The Sun*.

In October, the chamber

of commerce passed a resolution asking AMHC to free up empty, developed lots the corporation has been sitting on for over a year.

MacIntyre said private sector employees are the victims because government employees are housed by the government and government owns houses in town for them.

The town council and the chamber passed a joint resolution in October asking AMHC to free up empty, developed lots the corporation has been sitting on for over a year.

MacIntyre said private sector employees are the victims because government employees are housed by the government and government owns houses in town for them.

The town council and the chamber passed a joint resolution in October asking AMHC to free up empty, developed lots the corporation has been sitting on for over a year.

AMHC owns the only lots in town that are immediately suitable for mobile homes, and the purchase price is average of \$25,000, he said. AMHC does not offer cost down and the balance by mortgage payments.

The resolution asks the corporation to provide 21 of the empty lots on a five-year lease/purchase arrangement on the condition that a mobile home be placed on the lot within 30 days of the lease being signed.

After a meeting with AMHC officials Oct. 10 the request was turned down because the corporation felt the proposal "goes against their policies and mandate," MacIntyre said.

The difference between the proposal and their terms

is that on a rent/purchase arrangement you could rent for about \$700 a month. If you purchase a lot and trailer you're looking at a \$20,000 down payment and over five years your mortgage is \$2,000 a month.

The land in question is in a development called Amber Heights. Two years ago Alberta Housing Corporation, which was amalgamated into AMHC in August, developed and serviced 222 lots for single-family homes, mobile homes and apartment buildings.

In exchange for the development the town agreed to do all the maintenance, including street cleaning, garbage col-

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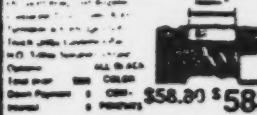
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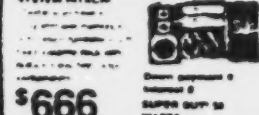
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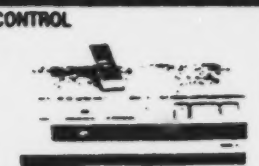
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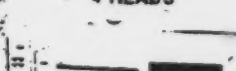
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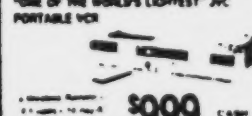
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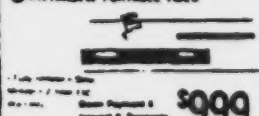


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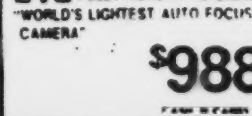


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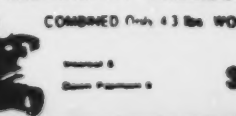
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Paddle Prairie Metis Settlement Association, Inc.

Paddle Prairie, Alberta, T0H 2W0, 981 2227

February 26, 1985

Mr. Alan Tanaka, Chairman
Joint Advisory Board-
Fairview College/Mackenzie North
Box 690
High Level, Alberta
T0H 1Z0

Dear Mr. Tanaka

RE: Permanent Structure for Education in High Level

The Paddle Prairie Metis Settlement Council wish to extend their letter of support to the Joint Advisory Board towards the erection of a permanent education structure in High Level.

We feel that this structure would be of benefit to our settlement as many of our people attend courses in High Level.

Sincerely

Allan Martineau, Chairman
Paddle Prairie Metis Settlement Council

cc: All council members

/rmn

Verbal

TABLE 1: Education level of population 15 and over: Further Education Council area, a major centre and Alberta (1981).

Chinchaga Further Education Council: Area #12			Major Centre: High Level		Alberta
=====			=====		=====
Education Level	Number	%	Number	%	%
Less than Gr 9	<u>2,405</u>	<u>42</u>	275	18	13
Grade 9-13	2,010	35	620	41	43
Trade					
Certificate	95	2	65	4	3
Other Non-					
University	650	11	365	24	23
University	505	9	180	12	18
	-----	---	-----	---	---
Total	5,665	*100%	1,505	*100%	100%

* Error due to rounding

Table 1 shows the education level of people 15 and over in the Council area, a major centre and Alberta.

COMMENT:

TABLE 6: Mother tongue of population: Further Education Council,
a major centre and Alberta (1981).

Chinchaga Further Education Council: Area #12 =====			Major Centre: High Level =====		Alberta =====
<u>Mother Tongue</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>%</u>
English	4,285	44	1,630	74	31
French	145	2	75	3	3
Other	<u>5,200</u>	<u>54</u>	<u>495</u>	<u>23</u>	<u>16</u>
Total	9,630	100%	2,200	100%	100%

Table 6 shows the language first learned by the population in each of the three geographic areas.

COMMENT:

TABLE 7 : Employment status of males 15 and over: Further Education Council, a major centre and Alberta (1981).

Chinchaga Further Education Council: Area #12			Major Centre: High Level		Alberta
=====			=====		=====
- Employment Status:					
<u>Males</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>%</u>
Employed	2,205	72	660	87	82
Not employed	860	28	95	13	18
	-----	---	-----	---	---
Total	3,065	100%	755	100%	100%

TABLE 8 : Employment status of females 15 and over : Further Education Council, a major centre and Alberta (1981).

Chinchaga Further Education Council: Area #12			Major Centre: High Level		Alberta
=====			=====		=====
Employment Status:					
<u>Females</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>%</u>
Employed	1,040	39	505	67	56
Not employed	1,560	61	245	33	44
	-----	---	-----	---	---
Total	2,600	100%	750	100%	100%

COMMENT:

TABLE 10 : Mobility of population 5 and over: Further Education Council, a major centre and Alberta (1981).

Chinchaga Further Education Council: Area #12			Major Centre: High Level		Alberta
=====			=====		=====
<u>Mobility</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>%</u>
Immobile	5,770	70	800	42	66
Mobile	2,470	30	1,095	58	34
	-----	---	-----	---	---
Total	8,240	100%	1,895	100%	100%

Finally, Table 10 gives some indication of the mobility of people in the province, the Council and the major centre.

If people are immobile, it means that they either have not moved for five years or they have moved around within the same census division during that time.

COMMENT:

LOCATION

County/District	Improvement District #23
Census Division	#15
Elevation	332 metres (1,090 feet)
Distance From Major Centres	782 km (486 miles) northwest of Edmonton 296 km (184 miles) north of Peace River

CLIMATE

Temperature - Annual Average	-2.0°C	28.4°F
Seasonal Averages - January	-24.6°C	-12.4°F
- April	0.8°C	33.4°F
- July	15.7°C	59.8°F
- October	1.3°C	34.4°F
Annual Precipitation	386.7 mm	(15.22 inches)
Rain	257.9 mm	(10.15 inches)
Snow	163.6 cm	(64.40 inches)
Frost Free Days	71	
Hours Sunshine/Year	2,125	

POPULATION

	1966	1971	1976	1981	Current
Community	708	1,614	1,562	2,189	2,673
County/District	4,962	4,188	5,765	5,880	5,837
40 km Radius				2,337 (est.)	

LABOUR

	Population as of 1981	Labour Force - Employed	Labour Force	Unemployment Ratio	Participation Rate
Male	755	655	685	4.58	86.75
Female	755	510	545	6.86	67.54
Total	1,505	1,165	1,225	5.15	77.40

HOUSING**Residential Lots**

Availability	36	
Average Lot Size	50' x 100'	Cost \$20,000
Mobile Home Lots	Yes (30 available)	

3-Bdrm., 1200 sq. ft. Bungalow - Sample

Average cost (incl. land)	\$82,000
Average Taxes	\$1,350.00

Rental Accommodation

Apartments	Yes
Vacancy Rate	1.9%

MEDICAL

Hospitals	1	No. Beds	25
No. Doctors	5 7	No. Dentists	4 (mobile clinic)
No. Surgeons	1	No. Chiropractors	1
Medical Clinics	1	Nursing Homes	0
Health Units	1	Senior Citizens Lodge	1
Ambulance Service	Yes (also air ambulance)		

EDUCATION

Schools	Day Care/Nursery	Kindergarten
	Elementary	
	Junior High	all within same school
	High School	Grades 1 - 12
	Vocational	0
	Other	2 Adult Education Centres for further education

JOINT ADVISORY COMMITTEE GUIDELINES

JOINT ADVISORY COMMITTEE GUIDELINESMACKENZIE NORTH/FAIRVIEW COLLEGEDecember 15, 1983

(Approved by the Joint Advisory Committee on February 11, 1984, as revised.)

I. PURPOSE OF COMMITTEE

The purpose of the Joint Advisory Committee is to:

1. Advise the Fairview College Board of Governors on matters pertaining to the functioning of Mackenzie North/Fairview College.
2. Assess and approve the Mackenzie North/Fairview College Program Plan, and present this Program Plan to the Fairview College Board of Governors.
3. Assess Institutional Program responses and funding arrangements in the context of Mackenzie North/Fairview College objectives.
4. Convey the purpose, objectives and activities of Mackenzie North/Fairview College to the communities in the region.

II. TERMS OF REFERENCE OF COMMITTEE

1. The Joint Advisory Committee may advise the Fairview College Board of Governors on matters pertaining to programs in the Mackenzie North/Fairview College.
2. The Joint Advisory Committee will assist with the assessment of Institutional Program responses and funding arrangements of programs in the Mackenzie North/Fairview College.
3. The Program Planning Committee will recommend the Program Plan for Mackenzie North/Fairview College to the Joint Advisory Committee.
4. The Joint Advisory Committee will assess and approve the Program Plan.
5. The Joint Advisory Committee will maintain a liaison with its representing Local Advisory Committee, and the community, at each Adult Education Centre.

III. ROLE OF THE COMMITTEE

The Joint Advisory Committee will provide information and suggestions to the Fairview College Board of Governors regarding employment requirements, educational interests and associated resources of the local communities as they relate to credit programs and courses. The Joint Advisory Committee is able to delineate what they consider as program priorities and the means by which, in their view, these priorities can be met.

IV. MEMBERSHIP OF THE COMMITTEE

Members should be representative of the Local Advisory Committees of the Adult Education Centres served by Mackenzie North/Fairview College. Members should be interested in promoting the provision of post-secondary education in the geographic area served by Mackenzie North/Fairview College.

The Joint Advisory Committee shall consist of the following representatives.

1. Chairperson of the Program Planning Committee.
2. One representative of:
 - a. The Fairview College Board of Governors.
 - b. One member from each Local Advisory Committee, at each Adult Education Centre. An alternate member from each Local Advisory Committee should be designated to attend Joint Advisory Committee meetings, if appointed member is not available.
 - c. One member from each Reading and Writing Tutoring Project Steering Committee. An alternate member should be designated.
3. Ex-official Committee members:
 - a. Program Coordinator of Mackenzie North/Fairview College.
 - b. One faculty member from each Adult Education Centre.
 - c. One student representative from each Adult Education Centre.

SELECTION OF MEMBERSHIP

Each year the Local Advisory Committee, the faculty, and the students at each Adult Education Centre will designate a member to this Joint Advisory Committee. Each year, the Local Advisory Committee at each Adult Education Centre will designate an "alternate" member to the Committee. Each year, the Fairview College Board of Governors will designate one member to this Committee.

THE COMMITTEE EXECUTIVE

The Executive Committee of the Joint Advisory Committee will consist of the Committee Chairperson, Vice-Chairperson and the Recording Secretary. These positions will be selected at the first meeting in the fall, by the Committee, for the following academic year.

REGULAR MEETINGS OF COMMITTEE

The Joint Advisory Committee will meet at least twice a year, upon call from the Chairperson. The Joint Advisory Meeting shall meet with the Board of Governors at least once a year, upon call from the Chairperson of Fairview College Board of Governors.

SPECIAL MEETING OF THE COMMITTEE

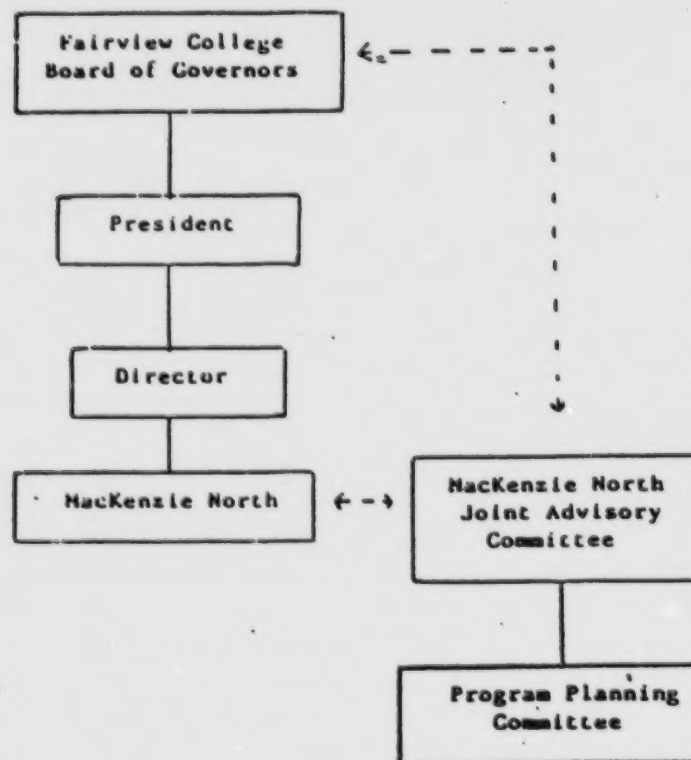
Special meetings of the committee will be called by the Executive, as is deemed necessary.

QUORUM

A quorum at any meeting will consist of at least 50% of the voting membership.

VOTING

Each member of the committee will have a voting privilege. The "alternate" committee member of each Local Advisory Committee will have a voting privilege, if the appointed member for that Local Advisory Committee is absent. Ex-official members will not have a voting privilege.

O R G A N I Z A T I O N A L C H A R T

PROGRAM PLANNING COMMITTEE GUIDELINES AND MEMBERSHIP

PROGRAM PLANNING COMMITTEE GUIDELINES

Mackenzie North/Fairview College

Revised June 14, 1984

I. PURPOSE OF COMMITTEE

The purpose of the Program Planning committee is to:

- (1) Formulate a comprehensive program plan and submit this plan to the Joint Advisory Committee.
- (2) Establish priorities for program development, in cooperation with the Joint Advisory Committee, based on community needs.

II. TERMS OF REFERENCE OF COMMITTEE

- (1) The Program Planning Committee may advise the Joint Advisory Committee on matters pertaining to programs in the Mackenzie North/Fairview College.
- (2) The Program Planning Committee will advise on community needs and priorities for program development.
- (3) The Program Planning Committee will assist with the assessment of Institutional responses and funding arrangements of programs in the Mackenzie North/Fairview College.
- (4) The Program Planning Committee will maintain a liaison with its representing agencies.

III. ROLE OF THE COMMITTEE

The Program Planning Committee will provide on-going information suggestions to the Joint Advisory Committee regarding employment requirements, educational interests and associated resources of the local communities as they relate to credit programs and courses. The Program Planning Committee shall delineate what they consider as program priorities and the means by which, in their view, these priorities can be met. This information will provide an on-going frame of reference for both the Joint Advisory Committee and the Board of Governors.

IV. MEMBERSHIP OF THE COMMITTEE

Members should be representatives of the geographical region served by Mackenzie North/Fairview College. Members should be representative of educational, social, business and cultural interests as well as other occupational or professional interests in the communities. Members should be interested in promoting the provision of post-secondary education. Other guidelines may be established by the Joint Advisory Committee.

The Program Planning Committee shall consist of the following representatives:

- (1) Assistant Director of Mackenzie North/Fairview College
- Chairman of the Program Planning Committee
- (2) Chairman of the Joint Advisory Committee.
- (3) One representative of:
 - (a) Canada Employment
 - (b) Indian Affairs
 - (c) The Paddle Prairie Settlement Council
 - (d) The Fort Vermilion School Division Board Member or designate
 - (e) The Northland School Division Board Member or designate
 - (f) The Northwest Regional Economic Development Council
 - (g) Either the Northeast Further Education Council or the Chinchaga Further Education Council
 - (h) The Fairview College Board of Governors
 - (i) Rainbow Lake Chamber of Commerce
 - (j) La Crete Chamber of Commerce
 - (k) Little Red River Band
 - (l) Dene Tha Band
 - (m) Tall Cree Band
 - (n) Boyer Band
 - (o) Alberta Forestry
- (4) Two appointments by the Program Planning Committee.

SELECTION OF MEMBERSHIP

Each year the above agencies or organizations will be requested to provide a representative member to this Program Planning Committee.

THE COMMITTEE EXECUTIVE

The Executive Committee of the Program Planning will be composed of the Committee's Chairperson, Vice-Chairperson and the Recording Secretary.

- (1) Chairperson - the Assistant Director of the Mackenzie North.
- (2) Vice-Chairperson - to be selected each year by the Committee, at their first meeting.
- (3) Recording Secretary - to be selected each year, by the Committee, at their first meeting.

REGULAR MEETINGS OF COMMITTEE

The Committee will meet at least twice a year, upon call from the Chairperson.

SPECIAL MEETING OF THE COMMITTEE

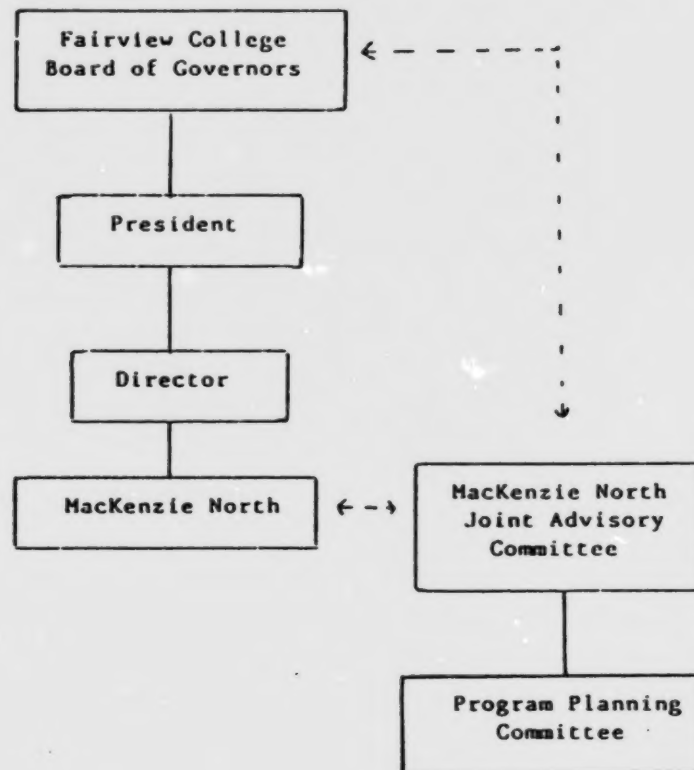
Special meetings of the Committee will be called by the Executive, as is deemed necessary.

QUORUM

A quorum at any meeting will consist of at least 50% of the membership.

VOTING

Each member of the Committee will have a voting privilege.

ORGANIZATIONAL CHART

PROGRAM PLANNING COMMITTEERepresenting

Mrs. Shirley Parenteau,	Box 78, Keg River, TOH 2G0	Northland School Div.
Mrs. Anne Vos,	Box 46, Keg River, TOH 2G0	Fairview College Board of Governors
Mrs. Elaine Dextrase,	Box 134, High Level, TOH 1Z0	Fort Vermilion School Div.
Ms Jocelyn Michaluk,	Box 720, High Level, TOH 1Z0	Indian Affairs
Mrs. Ruth Lindsay,	Box 1375, High Level, TOH 1Z0	Chinchaga Further Ed.
Ms Arlene Reid,	Canada Employment Centre, Gen. Del. High Level, TOH 1Z0	Canada Employment Centre
Mr. Carl Leary,	Superintendent, Alberta Forest Service Bag 900, High Level, TOH 1Z0	Alberta Forest Service
Mr. Len Dueck,	Education Director, Little Red River Band, Box 1165, High Level, TOH 1Z0	Little Red River Band
Ms Mavis Ward,	Box 377, Fort Vermilion, TOH 1N0	Tall Cree School Div.
Ms Lorraine Meneen,	Box 367, Fort Vermilion, TOH 1N0	Tall Cree Band
Mr. Steve Pawlak,	Director, Continuing Education & Program Planning, Fairview College, Box 3000 Fairview, TOH 1L0	
Ms Jean Leister,	Program Coordinator, Fairview College/ Mackenzie North Box 810, High Level, TOH 1Z0	
Mr. Richard Kushko,	Assistant Director, Fairview College/Mackenzie North Box 810, High Level, TOH 1Z0	
Mr. Fred Didzena,	Band Manager, Dene Tha Band, Box 120 Chateh, TOH 0S0	Dene Tha Band
Mr. Harvey Bulldog,	Band Manager, Boyer River Band, Box 270 High Level, TOH 1Z0	Boyer River Band
Mr. Johnson Sewepagaham,	Chief, Little Red River Band Box 1165, High Level, TOH 1Z0	Little Red River Band
Mr. F. Meneen,	Chief, Tall Cree Band, Box 367, Fort Vermilion, TOH 1N0	Tall Cree Band
Mr. Jim Coughlan,	President Chamber of Commerce Box 30, Rainbow Lake, TOH 2Y0	Chamber of Commerce Rainbow Lake
Mr. Rick Klippenstein,	District Agriculturist Department of Agriculture, Fort Vermilion TOH 1N0	District Agriculturist Fort Vermilion

LOCAL ADVISORY COMMITTEE GUIDELINES AND MEMBERSHIP

LOCAL ADVISORY COMMITTEE GUIDELINESFEBRUARY 2, 1985I. Purpose of the Committee

The objective of the Local Advisory Committee is the provision of information, guidance and advice to staff and administration of the Adult Education Centre by:

- a) Identifying the educational and vocational needs of the community.
- b) Informing the staff of community attitudes, needs and desires.
- c) Providing information regarding student background, problems, and placement.
- d) Providing a forum for public concerns pertaining to the operation of the Adult Education Centre.
- e) Providing assistance in the dissemination of information about the services available at the Adult Education Centre.
- f) Assisting the administration in the selection of personnel for the Adult Education Centre.
- g) Providing information regarding the concerns of the Local Advisory Committee and the educational needs of the community to the Joint Advisory Committee.

II. Terms of Reference of the Committee

- a) The Local Advisory Committee shall advise the staff of the Adult Education Centre on matters pertaining to programs offered by Fairview College/Mackenzie North.
- b) The Local Advisory Committee shall determine local educational needs and convey that information to the staff of the Adult Education Centre, Mackenzie North Administration and the Joint Advisory Committee.
- c) The Local Advisory Committee shall ensure that community concerns regarding any aspect of Adult Education Centre operations, are communicated to the Assistant Director of Mackenzie North and the Adult Education Centre staff.

III. Establishment of Local Advisory Committees

- a) New Local Advisory Committees may be established upon receipt of a petition from three community members to the Assistant Director of Fairview College/Mackenzie North.
- b) The Assistant Director of Fairview College/Mackenzie North, in consultation with the instructor, shall advertise with the community for membership.

IV. Role of the Committee

The Local Advisory Committee shall act as a liaison between the local community and the Adult Education Centre. Moreover, the Local Advisory Committee shall ensure that community concerns and needs are expressed to the Fairview College Board of Governors through the Joint Advisory Committee.

V. Membership of the Committee

The Local Advisory Committee shall consist of the following representatives:

- a) Three residents of the community or geographical area served by the Adult Education Centre.
- b) Two students of the Adult Education Centre.
- c) Ex-officio (non-voting) committee members shall include the instructional and administrative staff of the Adult Education Centre.

VI. Selection of Membership

- a) Persons willing to serve on the Local Advisory Committee may be nominated by any member of the community served by the Adult Education Centre. Nominations will be received at the first meeting of the Committee at the beginning of the academic year at which time the Committee will fill vacancies by vote, prior to the election of Committee Officers.
- b) Should there be more nominations than vacancies, a list of nominees will be created to fill vacancies as they shall from time to time occur.
- c) There is no limit to the number of years a member may serve, however, continuing members must re-submit their name for nomination every second year.
- d) Student numbers are to be selected annually from the student body in the first month of the academic year, and shall serve for one year only.

VII. The Committee Executive

The executive of the Local Advisory Committee shall consist of the Committee Chairperson, Vice-Chairperson, and the Recording Secretary. The Chairperson and Vice-Chairperson must be voting members of the Committee. The Recording Secretary may be either a voting member or an ex-officio member of the Committee. These positions will be selected at the first meeting of the academic year and will have effect for one year.

VIII. Regular Meetings

The Local Advisory Committee shall meet a minimum of four times during the academic year.

IX. Special Meetings

Special meetings of the Committee may be called by the Executive as they, from time to time, deem them necessary.

X. Joint Advisory Committee Membership

The Chairman or his delegate shall represent the Local Advisory Committee on the Joint Advisory Committee.

XI. Quorum

A quorum at any meeting shall consist of three voting members.

XII. Resignations

Members can resign at any point in the academic year, but must do so in writing, one meeting prior to their departure date. Missing two consecutive meetings without notification is considered to be evidence of resignation.

LOCAL ADVISORY COMMITTEE MEMBERS

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High Level: Chairman - Allan Tanaka, Box 690, High Level, TOH 120
Members - Ruth Lindsay, Box 1375, High Level, TOH 120
Charlene Wilde, Box 61, High Level, TOH 120
Deborah Roe, Box 1405, High Level, TOH 120
Ross Simister, Box 135, High Level, TOH 120

La Crete: Chairman - Ernest Dyck, Box 437, La Crete, TOH 2H0
Members - Trudi MacLean, Box 586, La Crete, TOH 2H0
Mr. Menno Hamm, Box 59, Buffalo Head Prairie, TOH 4A0
Kathy Knelson, Box 347, La Crete, TOH 2H0
Henry Driedger, Box 216, La Crete, TOH 2H0

Tall Cree: Chairman - Rupert Meneen, Box 351, Fort Vermilion, TOH 1N0
Members - Ann Meneen, Box 351, Fort Vermilion, TOH 1N0
Maude Moberly, Box 198, Fort Vermilion, TOH 1N0
Kathy Auger, Box 303, Fort Vermilion, TOH 1N0
Hilda Auger, General Delivery, Fort Vermilion

REPORT ON
HIGH LEVEL ADULT EDUCATION CENTRE

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

MARCH 14, 1985

HIGH LEVEL ADULT EDUCATION CENTER

RICHARD KUSHKO, ASSISTANT DIRECTOR

JEAN LESITER, PROGRAM COORDINATOR

MARILYN LEARY, CLERK STENO

TANYA PUDDISTER, CLERK TYPIST

SHARON WILLIAMS, RECEPTIONIST

MICHAEL CONN, ADULT UPGRADING INSTRUCTOR

CATHERINE MACLEAN, ADULT UPGRADING INSTRUCTOR

CONN POUPOS, SECRETARIAL/CLERK TYPIST INSTRUCTOR

MEL RICHARDS, BUSINESS INSTRUCTOR

BEV CURRIE, READING & WRITING TUTORING PROJECT COORDINATOR

FACILITY OWNED BY FAIRVIEW COLLEGE ON PROPERTY LEASED FROM THE

FORT VERMILION SCHOOL BOARD

LOCAL ADVISORY COMMITTEE MEMBERS:

ALLAN TANAKA, CHAIRMAN

RUTH LINDSAY

CHARLENE WILDE

DEBORAH ROE

ROSS SIMISTER

HIGH LEVEL A.E.C. UPGRADING STATUS REPORT

FEBRUARY 2, 1985

SUBMITTED BY: Cathy MacLean and Michael Conn

- Currently 20 students are enrolled in program (constant since Sept.)
- Since September only 2 students have withdrawn from the program.
- Much more homogeneous group than in past years (implications strategy).
- Almost all our students are now enrolled in high school programs.
(95%) (implications computer pilot).
- Weakness in previous years has been lack of career planning and follow-up.
- This year students were expected to do career research (assisted by Rosemary Gill), the result has been a number of students taking active steps toward career goals (ie. applying for post-secondary programs, accumulating work experience necessary to enter career programs).
- Later in school year we plan a field trip to Fairview College with Paddle Prairie A.E.C.
- This year Student Services has improved there offerings to High Level (mostly recreational). Special thanks to Ken Rintoul.

CLERK-TYPIST PROGRAM:

- Started with 12 students.
- Today 9 students are still with us, (Two students decided to return to work).
- A new student who registered late, got married and decided to return to work.
- Another student could not survive on the funds provided by the Government Office (AVC), so she dropped out.

Subjects Taught:

- Writing Business Letters and Reports
 - Word Processing; Typing
 - Shorthand (Pitmans)
 - Human Development and Personal Relations
 - Job Training
 - Secretarial Procedures
 - Communications I/II
-
- Most students passed their exams
 - One student has met with difficulty mainly because of poor english background. Special effort is made to help this student find appropriate accomodation in the world of business.
-
- All students spend Tuesday and Thursday mornings with local businesses. This will last for 10 weeks.

Submitted by Con Poupos

**FAIRVIEW COLLEGE**

Report By - Mel Richards

JOINT ADVISORY COMMITTEE MEETING

February 2, 1985

1. Business Certificate

Began the year with 11 students. 6 students wrote the final exams for the first session. Of the 11 who started - 1 dropped out because of not being able to find living accommodation, 1 moved from High Level, 1 quit because of illness and 2 felt that they couldn't handle the program.

Of the 6 who remained the following standings were obtained: (These are arrived at through a combination of final exams, mid-term exams and class assignments.)

Accounting 1 -	1 - A
	4 - B's
	1 - C
Economics 1 -	1 - A+
	1 - A
	2 - B's
	2 - C's
Principles of Management	1 - A
	2 - B's
	1 - C
	2 - D's
Math	4 - A's
	2 - B's
Computers -	Con Poupos

2. Accounting 1 - Evening Class

Began the year with 20 students; 8 wrote the final exam. A survey, done by Jean Leister of the people who left the program indicated that the majority did so because they weren't prepared for the work. Final standings obtained were as follows:

1	A+
2	A's
3	B's
4	C's

**FAIRVIEW COLLEGE****PROGRAM COORDINATOR'S REPORT****JOINT ADVISORY COMMITTEE**

February 2, 1985

READING & WRITING TUTORING PROJECT

All programs are busy with Lorna and Bev training new tutors and providing support to all those who have continued.

Stats (These are based on the number of applications we have on file in High Level)

La Crete	20
Fort Vermilion	7
High Level	24
Pacemaking, La Crete	8
Pacemaking, Paddle Prairie	6
Pacemaking, Fort Vermilion	8

The Steering Committee is presenting a brief to the Board of Governors February 28 and would like your support in principle (see attached. Please note this is a draft and has yet to be approved in its entirety by the Steering Committee at its February 11th meeting.)

LIFE SKILLS

One Life Skills program is almost set to go for Fox Lake. Accommodations for the instructor and facility for the course will be in the same building. A lot of work has been put into renovations and furniture for the living accommodations by the Little Red River Band. I'd like to extend a thank you to Len Dueck for ensuring this was ready.

Student registrations are a problem. At present we have only 3 registered and need 5 more to go with the program.

Garden River and High Level are on hold as we don't have facilities at present. Garden also does not have sufficient students although interest has been expressed by the potential students.

SHORT COURSESCurrent Programs:

- Introduction to Computers (Business Certificate Program)
 - is running with 10 students as an evening course

Teleconference Offerings: U of C Social Work course
SAIT - Propane Fittings
SAIT - Hotel Management
SAIT - Accounting
U of Athabasca - French

- First Aid - La Crete
- Compuvan - 25 courses in 8 communities. Includes programs for children, general public and teacher inservices.

Upcoming Courses:

English as a Second Language - High Level - 4 Students

Suicide Prevention Workshop - March 26 & 27

Volunteer Management - May

Management Program - May

Cancelled or On Hold:

Principles of Management - Business Certificate evenings

Horse Hoof Care and Trimming

Money Management

Investment Seminars

12 Students - Farrier Program

BRIEF FROM THE
READING AND WRITING STEERING COMMITTEE

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

MARCH 15, 1985

On behalf of the Reading and Writing Tutoring Project Steering Committee, we would like to thank the Minister's Advisory Committee on Further Education for inviting us to submit this brief.

The Tutoring Project Steering Committee recommends that while policy is being developed for Adult Basic Education in Alberta, the following points be considered carefully. These points are:

1. Student Anonymity
2. Community Owned Programming
3. Grade Seven Equivalency Challenge Exams
4. Cooperation Between Related Government Service Departments
5. Alberta Vocational Training Allowances
6. Province-wide Literacy Awareness Campaign

1. Student Anonymity

Many adults enrolled in basic literacy programs do not want their names made public. These individuals believe that their businesses and place in the community would be threatened if it became known they could not read or write. The Steering Committee recommends that adults enrolled in basic education programs be given the option to remain anonymous, and that ways be devised for literacy projects to count these individuals for funding purposes without releasing their names.

2. Community Owned Programming

The Fort Vermilion and Chinchaga Reading and Writing Tutoring Projects have been successful because students, tutors and project friends feel that they own the program. Decisions concerning the projects are made and evaluated locally by the people those decisions will effect. Therefore, the Steering Committee does not support the development

or implementation of a rigid standardized, Adult Basic Education curriculum for Alberta. However, the Steering Committee would support the development of curriculum guidelines if those guidelines honor the learner's adult status, and provide a wide range of learning options from which the student chooses.

3. Grade Seven Equivalency Challenge Exams

Many students in the tutoring project are interested in obtaining acknowledgement of their achievements prior to completing grade 12. The Steering Committee recommends that optional, grade seven equivalency challenges be developed for adult albertans. We also recommend that adults who achieve grade seven equivalency be awarded an equivalency diploma.

4. Cooperation With Government Social Service Agencies

Adults enrolled in basic literacy programs often have contact with a variety of social service agencies. These include Alberta Social Services, Canada Employment, Immigration and Indian Affairs. The Reading and Writing Steering Committee Recommends That these agencies encourage their clients to enroll in Adult Basic Education programs, and that UIC, Social Assistance, or other benefits not be threatened by doing so. Indian Affairs has often cooperated in this manner. Improving literacy skills is an important step in gaining greater personal and financial independence.

The Steering Committee also recommends that literacy education funding reflect other student motivations, as well as job training. Adult basic education students should be encouraged to participate in field trips, the arts, and other activities not of a strictly "job search" nature.

5. Alberta Vocational Training Allowances

In our short-term, full-time, classroom option called Pacemaking, students are eligible for Alberta Vocational Training Allowances. These allowances are the sole income for most students in the program. It costs more to live in Fort Vermilion, La Crete, Paddle Prairie and High Level than in any other Alberta Community. The Steering Committee recommends that training allowances for full-time students be raised to better reflect the high cost of living in Northern Alberta.

6. Province-wide Literacy Awareness Campaign

The Steering Committee would like to congratulate ACCESS Alberta for its excellent television series Literacy in Alberta, for developing the It Works Both Ways tutor support materials, and for The Write Break. We feel, however, that a great deal more needs to be done to raise public awareness about adult literacy in Alberta, and to advertise the many literacy programs available in the province. We also see the need for more distance education opportunities for tutors and project coordinators. The Steering Committee recommends that the province undertake an Alberta-wide public awareness campaign building on the fine work of ACCESS Alberta, and branching into the commercial media.

Thank you, again, for inviting this brief from the Reading & Writing Tutoring Project. We trust that you will consider our recommendations carefully, and continue to support adults in Alberta who are determined to improve their literacy skills.

SUBMITTED BY:

THE READING AND WRITING STEERING COMMITTEE
BOX 810
HIGH LEVEL, ALBERTA

READING AND WRITING STEERING COMMITTEE GUIDELINES AND MEMBERSHIP

READING & WRITING STEERING COMMITTEE
MEMBERS' LIST 1984 - 1985

Dana Martineau (Community Rep.)
Paddle Prairie, AB
TON 2W0

Harilee Toews (Community Rep) (VANW's - Secretary)
Box 400
Fort Vermilion, AB
TON 1N0

Bev Currie (Co-ordinator)
Box 810
High Level, AB
TON 1Z0

Joyce Paul (N.E. Further Ed Council)
Box 366
Fort Vermilion, AB
TON 1N0

Enid Longwell (Community Rep. - Chairperson)
Box 84
Fort Vermilion, AB
TON 1N0

Lorna Bell Ferguson (Co-ordinator)
Box 377
Fort Vermilion, AB
TON 1Z0

Eva Krahn (Community Rep.)
Box 535
La Crete, AB
TON 2N0

Kathryn Friesen (Community Rep.)
Box 179
La Crete, AB
TON 2N0

Pearl Newman (Past Chairperson)
Box 667
Fort Vermilion, AB
TON 1N0

Nike Conn (Chinchaga FEC - Vice Chairperson)
c/o High Level A.E.C.

Lil Sokolowski
Fort Vermilion School Board Rep.
Box 272
High Level, AB
TON 1Z0

Mavis Ward (Community Rep)
c/o North Tall Cree Band
Fort Vermilion, AB
TON 1N0

Jean Leister (Fairview College Rep.)
Box 810
High Level, AB
TON 1Z0

Proposed
POLICY GUIDELINES
FOR THE
STEERING COMMITTEE PROJECT
OF THE
READING AND WRITING
TUTORING PROJECT

December 20, 1984

POLICY GUIDELINES FOR THE PROJECT STEERING COMMITTEE

Contents:

- A. Purpose, Definition and Terms of Project.
- B. Major Areas of Concern for the Project Steering Committee.
- C. Functions of the Project Steering Committee.
- D. Project Steering Committee Membership.
- E. Length of Membership Terms.
- F. Administrative Policies for:
 - (1) Effective communication between College personnel and Committee members. .
 - (2) Expenses for Project Steering Committee.

A. Purpose, Definition and Terms of Project

- 1. This statement is intended to establish guidelines for a Project Steering Committee for the Reading and Writing Tutoring Project.
- 2. The encompassing boundaries are those served by the Chinchaga and Northeast Further Education Councils.
- 3. The duration of each project shall be from the dates effective September 1st to May 30th annually, and subject to project approval.
- 4. The project co-ordinator shall be the designated member who is responsible for carrying the daily operations of the project.
(Appendix A) (Appendix B)

B. Major Areas of Concern for the Project Steering Committee

The major areas of concern are:

- (1) Project planning/implementation
- (2) Project evaluation
- (3) Project public relations

C. Functions of the Project Steering Committee

The primary role of the Project Steering Committee is to advise the project co-ordinator and the administration in planning, implementing and maintaining the Reading and Writing Tutoring Project.

(1) Activities Relative to Project Planning/Implementation:

- (a) Advise of and review the goals and objectives of the project
- (b) Advise on project material/methods to meet stated goals and objectives
- (c) Aid in continuous review of the project
- (d) Advise on standards for existing and future instructional facilities
- (e) Assist with an appraisal of the relationship between the project and adult upgrading in the areas served
- (f) Assist in identifying and obtaining data essential for long range planning

(2) Activities Relative to Project Evaluation:

- (a) Provide feedback on the project based on the experience of participants
- (b) Assist in the design of the evaluation format

(3) Activities of a Public Relations Nature:

- (a) Provide an important communication process between the College, communities and other agencies involved in the project.
- (b) Advise on project public relations
- (c) Facilities, through consultative services, the development of similar projects in other areas.

D. Project Steering Committee Membership

(1) The Project Steering Committee should consist of:

- (a) A representative appointed from Fort Vermilion School Division
- (b) A representative appointed from the Chinchaga Further Education Council
- (c) A representative appointed from Mackenzie North/Fairview College

- (d) A representative appointed from each Tribal Council in the region involved with his project
 - (e) A representative appointed from the Northeast Further Education Council
 - (f) Two representatives appointed from the Senior Tutors involved with this project
- (2) Executive Committee:
- (a) The executive Committee shall be elected from the Steering Committee membership at the first meeting of project term.
 - (b) The executive Committee shall be composed of:
 - i) Chairperson - elected
 - ii) Vice Chairperson - elected
 - iii) Recording Secretary - elected
 - iv) Assistant Director, Mackenzie North/Fairview College or designate
 - v) Co-ordinators - ex-official members
 - (c) The Executive Committee meetings (and their frequency) shall be determined by the Steering Committee.
 - (d) The Steering Committee meetings shall be held monthly during the project term. The specific dates of these meetings shall be determined at the first meeting of the Steering Committee.

E. Length of Membership Terms

- (1) All Steering Committee members should be appointed for one-year terms.
- (2) Steering Committee members may be re-appointed for an unlimited number of terms.
- (3) The appointment of Committee members shall be made by the President, upon recommendation of the Director of Program Development and Continuing Education and in consultation with the Steering Committee, along with the respective agencies represented.

F. Administrative Policies

- (1) Administrative Policies for Effective Communications between College Personnel and Steering Committee Members:
 - (a) Communications with the Steering Committee members should be through the Assistant Director or designate of Mackenzie North/Fairview College
 - (b) Steering Committee members should be informed regularly on actions instituted as a result of their advice/recommendation
 - (c) All approved minutes shall be distributed to all membership
 - (d) An annual distribution list shall be determined by the Steering Committee.
- (2) Administrative Policies for Paying Expenses to Steering Committee Members:

All Project Steering Committee members shall be paid:

 - i) Out-of-pocket and
 - ii) mileage of private vehicles, as per Fairview College Travel Policy.

APPENDIX C
EVALUATION
DESIGN FOR
READING & WRITING
TUTORING PROJECT

I. Planning the Evaluation

1. Participatory evaluation of the project shall be conducted for students, tutors and instructors, Steering Committee and Fairview College.
2. The evaluation will be conducted:
 - a. to give students an indication of their progress toward their objectives and goals,
 - b. to give tutors and indication of how well they are helping students towards their goals,
 - c. to help Steering Committee and Fairview College identify success of program and areas of any changes.
3. All participants must have a responsibility in determining and verifying evaluation content. Participating communities should be consulted for input.
4. The coordinators are responsible for organizing and conducting the evaluation and writing evaluation report. (See Coordinator's job description - Appendix B)
5. Evaluation sources will include the following:
 - (a) student profiles and progress reports
 - (b) survey of student and tutor/instructor satisfaction
 - (c) recommendations of students/tutors/instructors
 - (d) survey of community awareness through interview process
 - (e) how well objectives of the project have been met
 - (f) ongoing evaluations in coordinators' reports
 - (g) demonstration of functional literacy skills that students now demonstrate
 - (h) Steering Committee self-evaluation - i.e. size and representation
 - (i) examining the methods of evaluation to determine any recommendations regarding ongoing or future evaluations.

II. Describing the Project

1. Needs assessment will be identified on an ongoing basis from evaluation.

Community needs will be identified through their representation on the Steering Committee.

2. Goals and objectives are determined on an annual basis in connection with past evaluations and stated community needs. These objectives are approved by the Steering Committee.
3. Project rationale is to provide literacy training in communities where need is identified. (See annual objective and coordinator's job description.) This shall include promotion of the program to make communities more aware of the project objectives.

III. Assessing Project Development

The following project activities and processes will be utilized to meet project objectives:

1. Students
 - a. Number of student inquiries
 - b. Number of students enrolled
 - c. Number of referrals in and out of program and why
 - d. Entry and exit skill levels of students
 - e. Student characteristics (age, sex, education, language, employment)
 - f. Student goals
 - g. Hours of tutoring each student received
 - h. Number of students dropping out and why
 - i. Application of skills students learned
 - j. Method of assessing students

2. Tutors

- a. Number of potential tutor inquiries
- b. Number of tutors
- c. Number of active tutors
- d. Number of tutors that dropped before completing expected number of tutoring hours
- e. Tutor characteristics
- f. Reasons for joining project and what they would like to achieve.

3. Tutor Training

- a. Number of tutors trained
- b. Method of training
- c. Application of tutor skills - ie. student progress

4. Matching Tutors and Students

- a. Number of pairs
- b. Number of pairs that have continued together since being matched
- c. Number of pairs that have changed and why

• 5. Administrative Structure

- a. Project Coordinator
 - i) time allocation with regard to job description
 - ii) reporting method of coordinator to Steering Committee
- b. Steering Committee
 - i) composition and representation
 - ii) number and frequency of meetings

6. Public Relations

- a. Response to present methods of public relations
- b. Number of agencies that supported and promoted the project

7. Material

- a. Materials that tutors and students are choosing to use
- b. Appropriateness of chosen materials for intended audience
- c. Accessibility and availability of materials

8. Facilities

- a. Description
- b. Adequateness and cost

IV. Conclusions and Recommendations

- 1. A Summary statement listing the effectiveness of the various project components and the project as a whole should be made.
- 2. Recommendations regarding the components or the project as a whole must be included.
- 3. Recommendations for ongoing or future evaluations should also be given.

APPENDIX D
PROJECTED TIMELINES
FOR
READING & WRITING TUTORING PROJECT



APPENDIX D

Proposed Timeline For Reading and Writing Tutoring Project

SEPTEMBER	Coordinator contact former student-tutor teams/Pacemaking Instructors-students (will they continue working together) - Public awareness, look for new tutors and students (ie. World Literacy Day - September 8) Steering Committee review previous year, set specific goals and objectives for this year.
OCTOBER TO DECEMBER	Training for tutors, matching of new students/tutors, ongoing support to student-tutor teams, Senior tutors to be encouraged and helped re: apprenticing as trainers. Students accepted on continuous intake basis. Progression evaluation conducted on Pacemaking students. Former students and persons referred from Adult Ed Centres and other agencies will be a priority. Inventory and order materials and supplies as needed. Interim evaluation of Pacemaking projects in December.
JANUARY TO FEBRUARY	Contact with all tutors - possible in-community meetings or larger inservice workshops. Extra Community Awareness - this may include Jr. and Sr. High School visits. New students accepted if budget restriction permits. Interim progress evaluation of tutoring teams. Writing workshops. Interim Statistics Report.
MARCH	Ongoing support to student-tutor teams. In-community tutor meeting/inservice workshops. Final evaluation of Pacemaking projects.

APRIL Set up appointments with all student-tutor teams re: evaluation of project by them.
Steering Committee plan their part of evaluation.

MAY Last Month for lessons (community tutors)
Student-tutor teams interviews.
Complete evaluation interviews (tutor-student), write final evaluation including statistics.

Inventory of materials - gather non-expendables from tutors and students.

Order materials and supplies for next project year.

The success of the Reading and Writing Tutoring Project depends upon the active cooperation and involvement of many agencies, groups and individuals. The Project is run by a **STEERING COMMITTEE** with members appointed by public and volunteer groups. Major agencies supporting the Project include:

FAIRVIEW COLLEGE

- a public agricultural, technical and vocational college delivering courses throughout the North Peace River and Mackenzie North districts. The college has administered the Tutoring Project since 1980.

FORT VERMILION SCHOOL DIVISION

- operates public schools in the area. As hosting authority for the local Further Education Councils, the School Division was the original sponsor of Tutor Training workshops in 1977.

CHINCHAGA AND NORTHEAST FURTHER EDUCATION COUNCILS

- government agency representatives and community volunteers providing non-credit courses for adults in the High Level and Fort Vermilion districts. Funding is from the Further Education Services Branch of the Alberta Department of Advanced Education.

X-TERMINATORS LITERACY COUNCIL (Fort Vermilion)

LA CRETE LITERACY COUNCIL

- Volunteer affiliates of Laubach Literacy Council, the councils choose senior tutors to sit on the Steering Committee.

"1981 Canada Census statistics indicate that more than 4,000,000 Canadian adults need to learn or improve basic reading and writing skills... there is obviously a need for the public, private and volunteer sectors to be involved.... The Reading and Writing Project... is a praiseworthy example of the type of concerted effort which is required if Canada is to seriously address the problem of illiteracy."

Gerald Bleser, President
Laubach Literacy Canada

The Reading and Writing Tutoring Project serves the needs of adults who need to develop or improve their literacy skills. The project covers the vast geographic region of northwestern Alberta, commonly called Mackenzie North. Among the many communities located in this culturally and historically rich area are:

FORT VERMILION

- Alberta's oldest continuing community. Founded by European fur traders in 1786. During the 1800's immigrants from all parts of the world began to establish an agricultural base along the fertile Peace River valley.

LA CRETE & BUFFALO HEAD PRAIRIE

- German speaking Mennonite people arrived in the early 1900's and expanded the agricultural industry.

ROCKY LANE

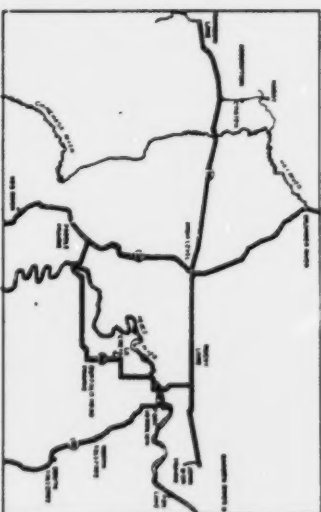
- Settled by trappers and farmers with rich multicultural roots.

HIGH LEVEL

- A commerce center based on the oil, gas and logging industries.

NATIVE CANADIAN COMMUNITIES

- Tall Cree, Jean D'or, Garden River and Fox Lake Indian Reserves - Cree speaking people of the Tall Cree Bands.
- Assumption and Meander River Indian Reserves - Dene Tha speaking people of the Dene Tha Band.
- Elieski-Boyer River Reserve - Cree and Beaver speaking people of the Boyer River Band.
- Paddle Prairie - A Metis Settlement of Cree speaking people.



READING AND WRITING TUTORING PROJECT



AN APPROACH TO ADULT LITERACY THAT WORKS!



FAIRVIEW COLLEGE

An outreach program of Fairview College in the Mackenzie North area of Alberta, Canada

STUDENT TUTOR TEAMS

17 The Reading and Writing Tutoring Project combines agency, community and individual efforts to help adults become functionally literate. Using methods and materials from the Laubach Literacy International Training Program, the project emphasizes the STUDENT-TUTOR TEAM. Students and tutors work together to help the students achieve their own literacy goals.



The Reading and Writing Tutoring Project was started by community initiative through the Fort Vermilion Chapter of the Voice of Alberta Native Women and the Advisory Committees to the Adult Education Centres in Fort Vermilion and La Crete.

Trained Community and Volunteer Tutors help neighbors, friends and relatives learn basic reading, writing and math.

Lessons are private and usually in the student's home.

Adults master literacy skills in an average of 90 to 150 lesson hours.



Students are men and women who did not have the opportunity to gain functional literacy in school when they were children.

Some students have advanced to adult upgrading classes or apprenticeship training.

Tutors are people who enjoy reading and believe that helping someone learn to read and write is important and rewarding. They find they also learn from their tutoring experience.

Tutors may choose to work on either a volunteer basis or to receive a small honorarium. This adds a positive job image to the tutor's work.



The use of the Laubach method means that former students can go on to work as tutors.

Teenagers in public high school and adults in upgrading programs can earn five diploma credits by tutoring.

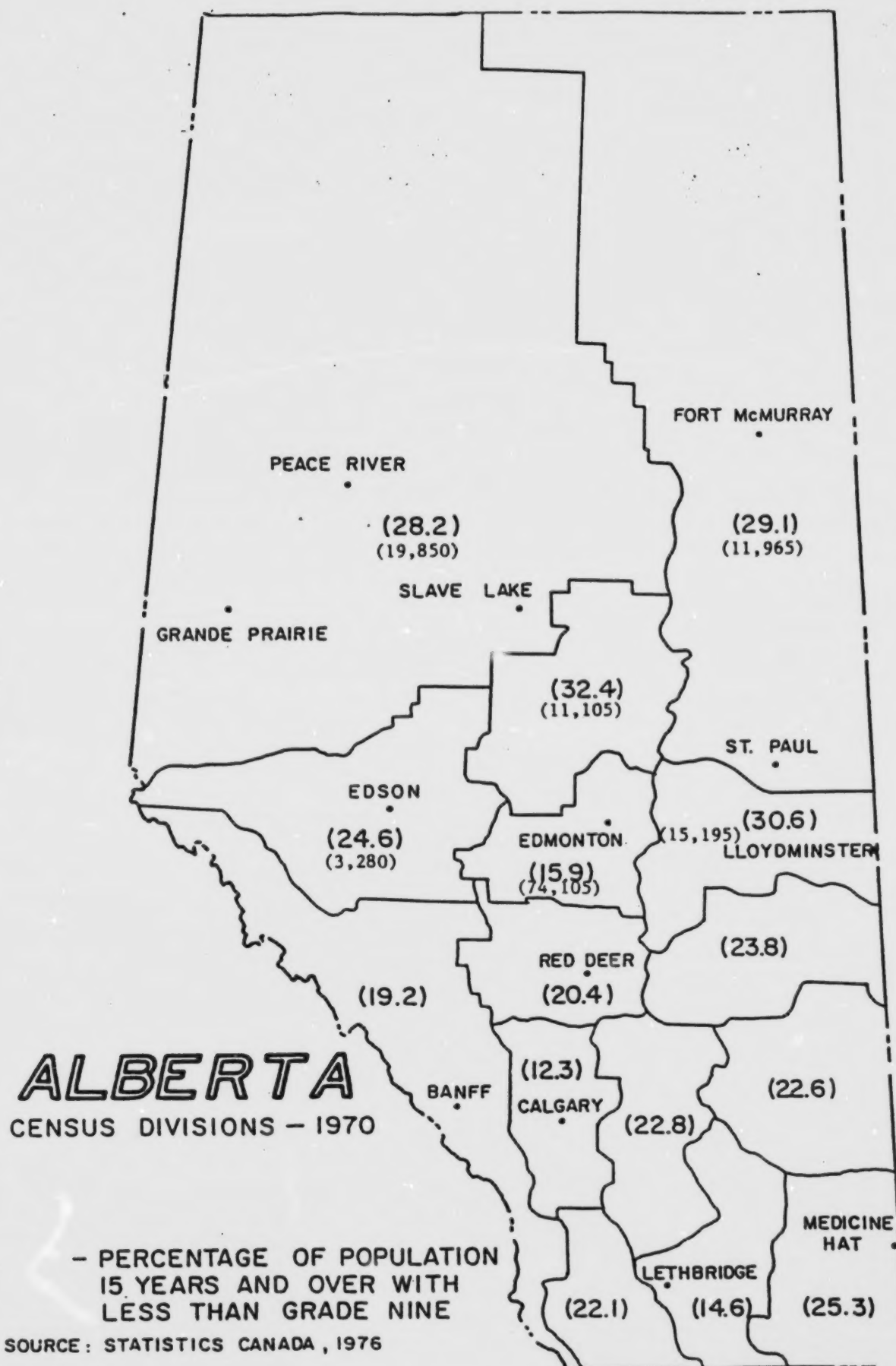
The "New Readers Page" in the local weekly newspaper, *The Northern Pioneer*, provides high-interest stories suitable for the use by student-tutor teams.



As news of the success of the Reading and Writing Tutoring Project spread, similar projects were started in other areas and adapted to local situations.

To learn more about the Reading and Writing Tutoring Project contact:

Lorna Ferguson, Project Coordinator
Box 377
FORT VERMILION, Alberta
T0H 1N0
Telephone: (403) 927-4431



The Write Step

WRITING
FOR AND ABOUT
LITERACY

BY
NORTHERN ALBERTANS



CANADA

The Reading and Writing Tutoring Project

Adult Pacemaking Classes

Fairview College - McKenzie North

LaCrete Can Do Literacy Council

Fort Vermilion X-Terminators Literacy Council

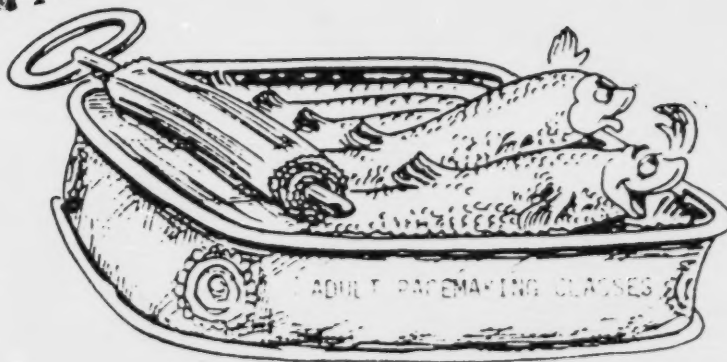
February - 1985

THE WRITE STEP Vo. 1/no. 1 (Feb. 85)

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For extra copies write: Box 377 Fort Vermilion Alta Canada TOH 1N0
phone (403) 927 - 4431



WASH ON THE SEVEN...
KIND OF SQUID?

COORDINATOR'S COMMENTS



People ask me about our Reading and Writing program. "What makes it work?"

I always answer, "The people who work in it."

By this I mean first, the students; second, the tutors and instructors; and third, the people on the Steering Committee. Every student - tutor team is different. Every Pacemaking student is special. Our Pacemaking instructors do a great job. All of us enjoy what we do. We have a lot of fun. And don't we get a lot out of it?

Let's not forget the CAN DO LITERACY COUNCIL, in LaCrete and the X-TERMINATORS LITERACY COUNCIL in Fort Vermilion. And all the family and friends who get into the act. We get a lot of help from everyone.

FAIRVIEW COLLEGE STAFF DO MANY THINGS TO HELP, TOO. They go out of their way to help us get the job done. We are lucky to have help from the College staff.

Our book is pretty special. You can find stories written by students. Some of them are true -- some of them are made up. (Who ever heard of a town-eating chicken?) There are stories written by tutors, instructors, and other people who work with us. (Do you know what AAAL is?) We borrowed some good stories from books like ours from other places in Canada. Go ahead -- ENJOY READING THEM ALL!

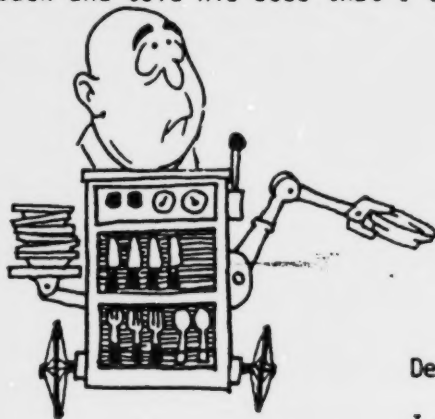


Love, Barbara
Barbara

MY MECHANICAL MAN

The man likes to work with metal and put them together. He puts wheels and bolts together and a chain saw and springs and hoes and a rake and mop. The secret agent went to steal him from me. But he cannot have him. I will take him apart so that he can have the mess from my mechanical man. The man was mad at him. He went back and told his boss that I took it apart. The boss was mad, too.

David Martens



Dear Newsletter Readers:

I would like to wish all of you good reading.

To those of you who are working in the Reading Writing Project and Pacemaking Projects, I wish great success in your work.

I hope more and more people will take part in these programs because I know there are many people that can make use of the classes.

I thank the people who are teaching the students, they are spending a lot of time, but they are well rewarded. It is a joy to see people learn.

Keep up the good work, everyone!

Ben Q. Friesen
President
Can-Do Literacy Council
La Crete, Alberta



THINKING ABOUT THE ORIGINS OF READING AND WRITING

Last week some little chickadees were flying around outside my house. It occurred to me that they must be having a hard time to find food. This winter has been so long and the snow is so deep. I made a little bird feeder out of a cardboard box, and hung it on the porch wall. The chickadees soon found the food supply and I enjoy watching them every day.

In prehistoric ages people's needs were as simple as those of the little birds -- namely, water, food, and shelter. But man's intelligence prompted him to make use of everything that nature provided -- wood, stones, clay and fibers of vegetation. Man learned how to make spears and sling shots for hunting animals. He learned how to make clay vessels to hold food. Soon the skins worn by men and women were replaced by fabrics made from wool and other fibers. People learned the art of making fire -- and the use and control of it.

It was also necessary for them to communicate with each other. With the use of signs and sounds they developed a simple language. They led a nomadic life because of dwindling food supplies and changing seasons. When they moved on they left signs on the ground or chipped into rocks to show others which way they had gone. This, I think, must have been the origin of writing and reading.

Man's progress through the ages has brought us to this modern day world. Now it is necessary for all of us to read and write. Unfortunately, a lot of people were deprived of the opportunity to learn these skills when they were young. They find this to be a great handicap.

In many places throughout the world the problem is being alleviated through the effort of LAUBACH LITERACY INTERNATIONAL. In our own area the Laubach group, the X-Terminators Literacy Council, has been doing a wonderful job for some time.

As chairperson of the X-Terminators, I wish to all students and tutors continuing success throughout 1985.

Thelma Johnson.

C*O*V*E*R D*E*S*G*N* C*O*N*T*E*S*T -- WE NEED A PROPER DESIGN FOR
"THE WRITE STEP" -- Do you like to draw? Why not submit a
cover drawing to us -- the winner will get a book prize of their
own choice. Contest ends April 20/85.

SKIING

On Monday, November 26, 1984, we had a workshop in Paddle Prairie. It was about skiing. We went to a place called the Jack Pines. It's down the Tompkin's Landing Road. We had a lot of fun. The only thing that bothered me that day was the weather. It was cold. So I never stayed outside as long as the other people did. We learned how to wax the skis and by the time I was done, I was too cold to really enjoy the lessons. The only thing I learned was how to get up when I fell down.

Courtesy of THE POTLUCK NEWS





Have You Ever Had a Pet?

Yes, I had a pet cat once, about eight years ago. She loved me very much and I loved her too. But, what happened to her when I was in Edmonton in the hospital for a whole month. She got so lonely, and missed me so much that she got sick and died. When I came home I called her to come and see me, but she ~~didn't~~ come. I asked Pete and the children where my cat was. They didn't want to tell me at first, but I didn't give up. They had to. After that, I told myself, never again will I be so close to an animal. It hurts too much when they die or you have to kill them. That's not for me!

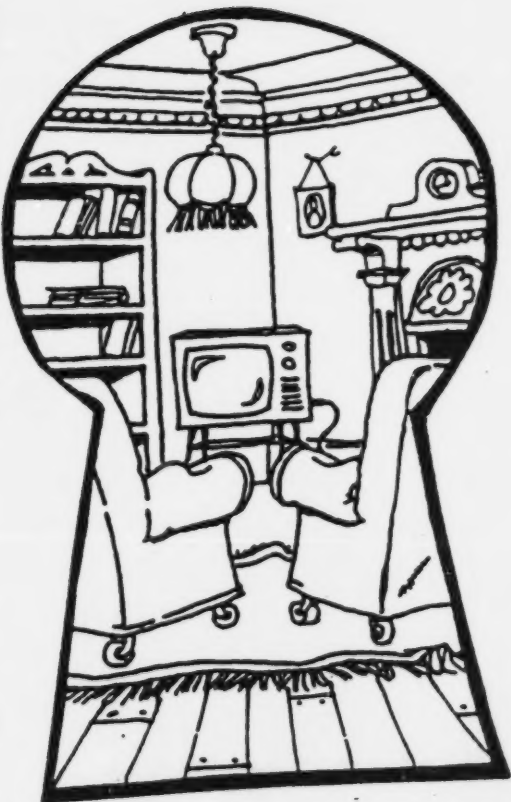
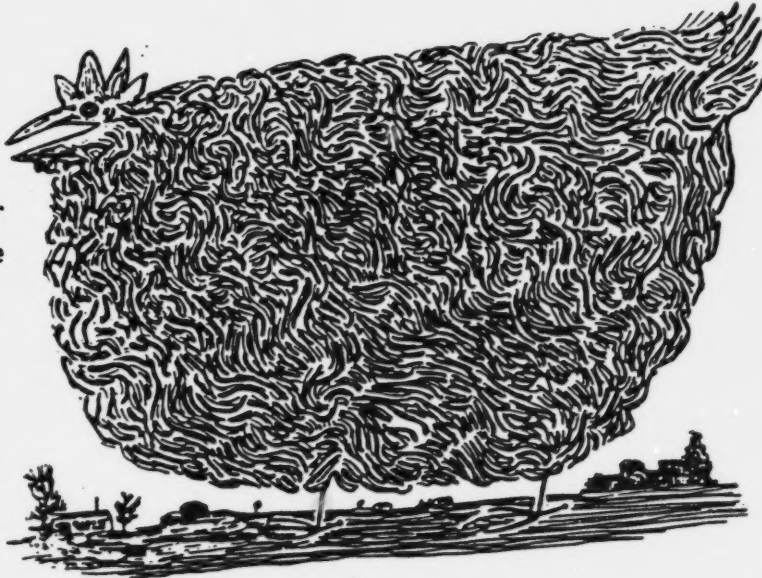
Kathryn Friesen



CHICKEN FEED

The chicken ate the town with the people in their homes. The people are inside of the chicken. The chicken has four feet and he is full of people and dogs and cats and cows and cars.

David Martens



A GOOD PLACE TO BE

The inside of a house is a good place to be. It is a place to have your meals and sleep at night. Have it nice and warm in the winter time when company comes over. And it is also a place to keep all your belongings.

John Wiebe

FROM THE FORT VERMILION PACEMAKING

There are adults who have not really had much education. They are trying hard to learn to read and write at the pacemaking class. These adults have had to survive the high cost of living.

In pacemaking class, people can learn to experience working together. I believe there are adults who are willing to learn. Further education is good, especially for communication.



Alfred Hamelin

THE GOOD TEACHER

The woman is Annie. Annie is 21 years old. She is a teacher. She teaches Grade 8. She is pretty good. She has three children. They are Annie, Liz and Katie. Annie lives in Peace River. She lives in a big house. She is a rich teacher. She teaches 12 children. She works hard.



Helena Harder

REPORT ON OUR TRIP TO PADDLE

We went to Paddle Prairie to their Pacemaking class with our Pacemaking class. We had lunch when we got there. After lunch, in the afternoon, we made up a book of stories about what we did. We called it the "Northern Brainstorm."



Abe Braun



The swing is sad That no one is on
The swing. The swing is hanging There in the
rain and winter and summer, The children
like to play on the swing Then the
swing is happy again. The swing talks to the
children When the children go inside Then
the swing is sad again.

David



I enjoy tutoring over all. It
helps me in my school work. I
also learn many new words
what they mean and how to spell
them. My writing also has improved.
I want to be tutored for a long
time yet.



tina wiebe

My sister had an accident a few months
ago. She had her five children with her.
The youngest boy had a broken leg.
He was in Edmonton for a month.
He is home now but he is still in cast
and he is feeling very good.



Helen Banman

After 21 years, I have finally found a group of people to help me. I have met lots of people with the same problem that I have-- from teenagers to people in their retirement. Our problem doesn't hit just one age group. Nobody is going to help you unless you ask for help. Admitting your problem is half the battle. The sooner you do--the sooner you can do something about it. Now you are admitting your problem but some people are treating you like you are sick.

Defend yourself! Tell them, "Yes, I am illiterate, but I am not dumb -- and it is NOT contagious!" People look at you a second time now, and with respect. I've come a long way, but still have a long way to go.

Don't have one big goal. Have a lot of small goals and think of them as steps. Then go step by step.

There will be many steps backward. Talk to somebody and get the boost you need to take two steps forward. When you were learning to ride a bike and fell off, you got up and tried again. That's part of life. DON'T EVER GIVE UP!

My fight for a position in life has gained me rewards. Besides a wonderful wife and two children, I am now manager at my job. It didn't happen over night.

Stand up for yourself and stand until you get results. I am just like any of you. Are you like me? Are you willing to work to overcome your problem?

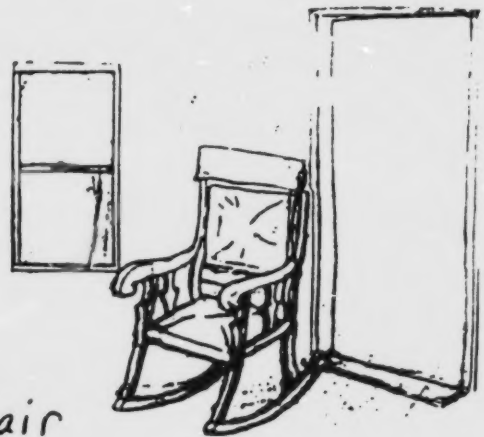
I've been where you're at. I've been pushed aside and laughed at. Literacy classes helped me get where I am today. Now I want to pass on that help. If you need someone to talk to I'll listen.

. . . by Andy Lawson, student
(from the Rocky Mountain House
"Write Now")





The Lonely Chair



I'm just a lonely old chair
Sitting alone by the window.
Why they have placed me.
In here I don't know,
But some people I guess they don't care.

Now when I was new and shiney.
I used to rock babes to and fro,
Although I have a few scratches and dents
How strong I am, people don't know.

Some day I see people passing,
And when they stop and look in,
I want to tell them, please take me.
Then I would be happy again.

How I wish they would like me,
And give me a fresh coat of paint.
Then I would rock for them always.
And never be lonely again.

EVA KRAHN

My Cat

my cat Fuzzycuss was a very loving cat-very clever and he had a sense of humor.

When I asked him to do something, he did it. When I called him to come to bed,

he came. When he was in bed with me, he slept spread right out. If I took him to bed with me and he wanted to leave, I told him I would let him go if he would come back to me. If I was sleeping when he returned, he would tap me lightly on the cheek to let me know he wanted to



come back to bed. I opened the blankets for him and he dove under the covers head first, turned around and went to sleep with his head next to mine. *off.*



I wasn't home he would sleep with anyone who slept in my bed whether they wanted him or not. He followed me everywhere. Sometimes he would run ahead of me and get to where I was going first. There he sat and waited for me. He could do tricks, too. He rolled over when I told him to. He came when I called his name.

even though he might have something more important to do.

once I went away for the whole summer. when I came back my mother said when I went away so did the cat. He didn't come back.

Did he think I did not love him anymore? Did he go looking for me and get lost? I really missed my friend.

... by Ronald Lambert



NO JOB BLUES

I pace up and down on the streets for a job.
 I am seeking from door to door.
 I pace up and down on the streets for my family.
 I am suffering cold, hunger and sadness.
 I pace up and down on the streets,
 A rope hitches my neck,
 Another end pulled by the big hand of unemployment.
 I pace up and down on the streets --
 Just like struggling in the ocean of life.
 When I am drowning I find a life buoy.
 It is English School.
 I swim to it.
 A rosy light is rising in front of my eyes.



. . . by Xing Ci. (from "The Writer's Voice" - Toronto.)

***** POEMS by STUDENTS in ONTARIO *****

THE CAT

The cat goes out,
 And the cat comes back.
 No one can follow
 Upon her track.

She knows where she's going;
 She knows where she's been;
 And all we can do
 Is let her in.

. . . by Theresa Chirka
 (from "Newcomer News"
 . . . Ottawa.)



Story Checkup

Write the story in a few sentences. Tell the main ideas.

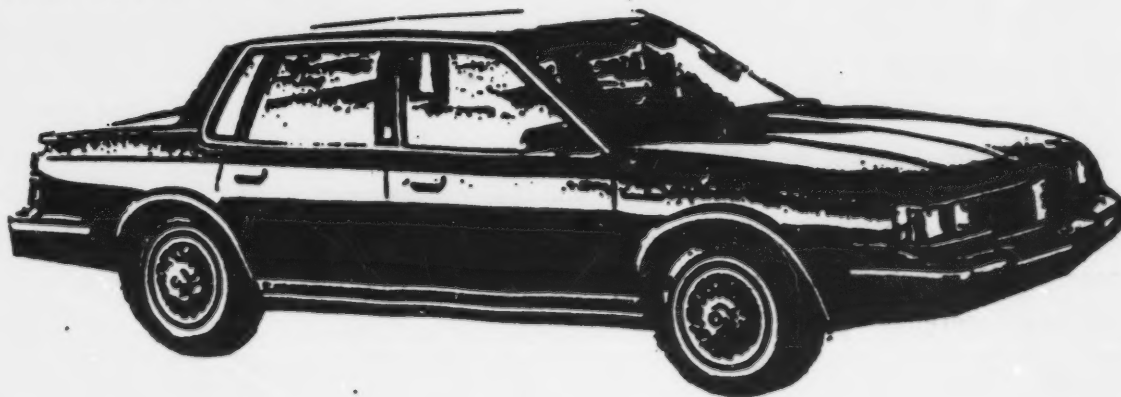
Duke Miller got his report card and felt blue because he got an F in math. He thinks he should go to school and get a job. He met Mr. Jack Newman. "You better go to school and finish your math," said Newman. "Mr. Newman thinks Duke is not stupid, he just needs help. Mr. Newman would be his tutor and Duke would pay him by babysitting on Saturday mornings. He felt much better because he got a C now in math. He thanks Mr. Newman for the help, what he did for him. Mr. Newman said he did most of it himself - he just believed in him. And then he believed in himself. too."

KATHARINA WIEBE

Tena and Mary Schmidt came to Canada from Bolivia in 1984. They wanted to learn to speak, read and write English. Both sisters can speak German and Spanish very well. Betty Wall has been working with them for a few months. They did this translation of a German story together. The three young women had a lot of fun. When you read the difference between the literal German translation (IN CAPITALS), and the "right way to say it in English" (in small case), you will see why:

THE FIRST CAR BY US (Our First Car)

ONE AFTERNOON AS WE HAD FESBER OUT. (One afternoon we had just finished a snack.) WE HEARD THE SOUND OF AN ENGINE OUTSIDE. WE RAN ALL BY THE DOOR OUT. (We all ran out the door.) AND THERE SAT FATHER IN OUR NEW CAR. HE THEN SHOWED US ALL THE NICE LEATHER SEATS. (Then he showed all of us the nice leather seats.) IN THE FRONT AND BACK OF THE CAR. FATHER SAID IT CAME HIM SO FOR IT MIGHT BE GOOD (Father said he thought it might be a good idea) WE SHOULD TOMORROW ONCE VISIT THE PENNER'S IN SHINEWAYS. (To go visit the Penner's in Shineways tomorrow.) WE HAD ALREADY A LONG TIME NOT VISITED THE PENNER'S. (We hadn't visited the Penner's in a long time.) FATHER TOLD US TO MAKE EVERYTHING TONIGHT READY YET. (Father told us to make everything ready tonight. IF WE MADE EVERYTHING BY NINE O'CLOCK READY (If we made everything ready by nine o'clock) WE COULD ALL GO WITH. (We could all go along.) SO BY NINE O'CLOCK EVERYTHING WAS READY. WE WENT THAT NIGHT ALL EARLY TO BED. (That night we all went to bed early.) BUT WE COULDN'T SLEEP IN. (But we couldn't go to sleep. ALL WE COULD THINK WAS HOW TOMORROW EARLY MORNING (All we could think about was how early tomorrow morning) WE WOULD LAY LOSE ON OUR FIRST CAR DRIVE TO SHINEWAYS. (We would leave for our first trip to Shineways.)





MY LIFE IN BOLIVIA

I was only 4 years old when we lived in Bolivia. But I remember a couple of things that happened. Once two Spanish guys wanted something to eat. I don't know if they worked for us or what. Anyway, my Mom gave them each a bowl of soup and a salt shaker full of salt. I guess they always ate salt with everything they got because the salt shaker was empty when they had finished. They put half a shaker of salt in their soup.

At one time, my parents were gone and there was only my 2 brothers home and one sister and me. We were all under 10 years old. A big truck came into our yard. They were Spanish people. All four of us crawled under a blanket. Boy! Was it hot under there! But no one would go outside. We were all too scared. I remember peeping out of a hole in the blanket and one of the people was looking into the window. One of our neighbour boys came over and we had to get out to answer the door. When my parents got back they told us they had just brought some bricks my Dad had ordered.

L I F E I N B O L I V I A

We can't remember anything about moving to Bolivia. But Mom said it hadn't been bad except for the heat and the rain. When we went to Santa Cruz, it was always with tractor and buggy, because it didn't take as long as with horses. Sometimes, when it had just rained and the village was one big mud puddle, somebody usually got stuck with a tractor. You had to get two more tractors just to pull that one out.

I remember we had to go break corn ears about 20 miles from home. On the way back the tractor got stuck in the mud. We had to walk home the rest of the way. It was about 10 miles. It was at night but with the ten of us, we had our fun.

We started school at the age of 6. It was fun while it lasted but we had to quit at the age of 12 already.

Some things were the same there as they are here. We had our parties and dances and smoked behind our parents backs. At one time, all the younger people were together. It was a little boring, so me and a friend went for a ride with somebody else's horse and buggy. We had only gone about half a mile and the stupid seat broke down so we turned around and went back where we came from. Everybody laughed at us. It sure was embarrassing.

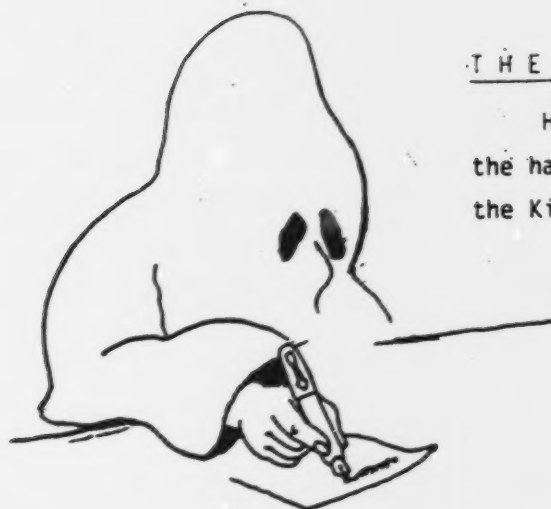
In 1983, my parents came to Canada for a visit. We children had to stay at other peoples' places. That wasn't much fun. When my parents got back they decided to move to Canada. We weren't suppose to have music but we borrowed a cassette player and we had a farewell party with our friends. It was terrible leaving our friends and coming to a completely strange place.

Slowly but surely, we got to know people. With each passing day, it's more fun. We wouldn't mind going back for a visit, but never to live.



. . . By Tena and Mary Schmidt

THE GHOST THAT WROTE



Have you read the account in the Bible of the hand that wrote the words on the wall for the King? The hand wrote and words were seen.

But no one saw the person who did the writing. That's what I am -- a ghost writer.

I don't write on walls. The desire is there when I can't find any paper but I try to control it. I do write on whatever is close at hand when my student

starts to talk. White paper, lined paper, the covers of telephone books, envelopes and even cardboard will do. I must be ready. You see, a ghost writer writes the words that someone speaks. I don't write my own words. I will try to tell you what is needed in my line of work.

It isn't necessary to have an empty head -- but it helps. A ghost writer never adds his own ideas or thoughts to those of the student or speaker. He simply writes what he hears. A ghost writer does need certain skills. He needs to know how to spell words. He needs to know how to put sentences together. He needs to know how to punctuate. Exclamation points, commas, periods, colons, semicolons and question marks must be old friends to the ghost writer. He must feel as easy with them as a truck driver feels with road signs. Punctuation is the ghost writer's traffic light.

It helps a ghost writer to be able to write shorthand. If he has developed his own method, that will do. Any of the kinds that you can learn at school are good, too. Of course, he needs to know how to put into good English exactly what he has written. If you fail at this job, you have to listen to your storyteller all over again.

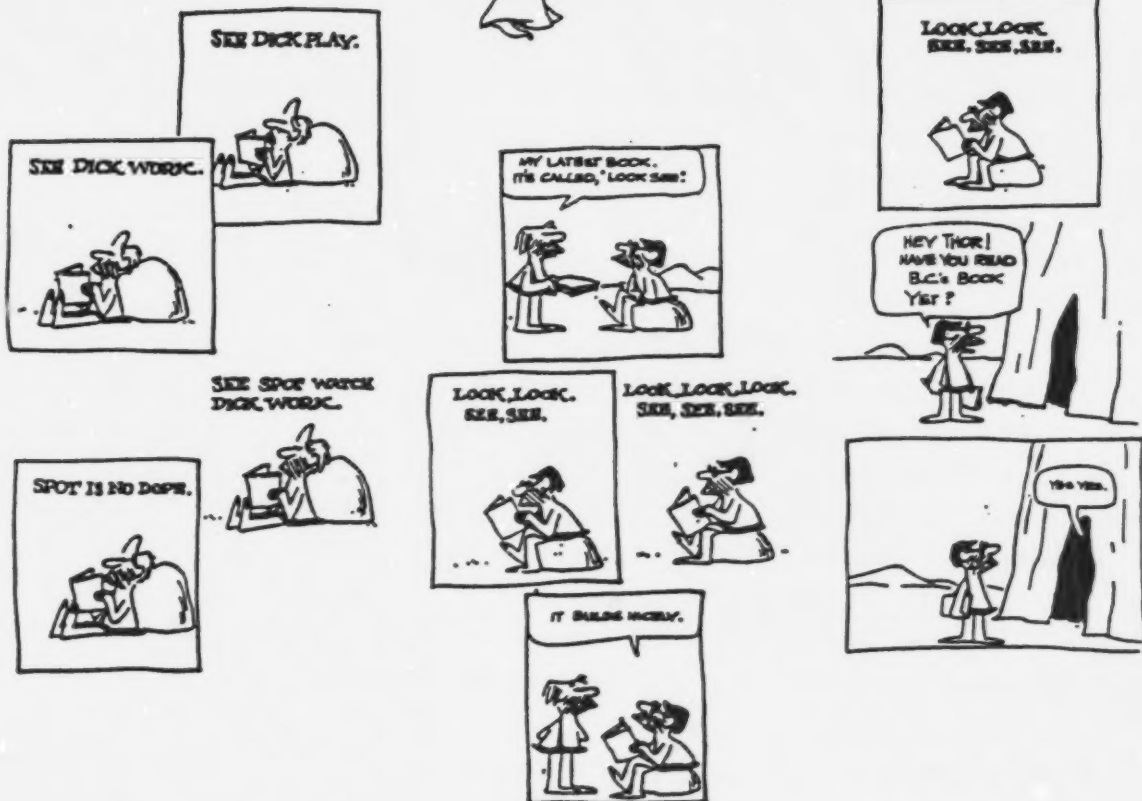
A good ghost writer does not trust his memory. He just listens and writes. If he tries to fill in blank spots from his memory, do you know what happens? The storyteller says, "I didn't say that." He might even say, "Where did you get that idea?" It catches you with your pants down. After all, you couldn't have been listening because you didn't have it written down. Time is lost. You will need to listen again and write down everything. A ghost writer just doesn't trust anything to memory. It helps to be old and forgetful. There is truth to the saying, "Most ghost writers are OLD friends."



He also needs good hands and quick fingers. The pen or pencil must move very fast to get all the facts on paper. Once a student has an idea for a story, he will tell it as fast as he can think of all the facts. Be prepared. Have a few pencils sharpened and several, good pens where you can reach them. Forget about an eraser unless you need something to chew on. Scratch out mistakes. Forget about spelling this time. If you can read it later, errors are okay. Most people can read their own work. When you clean up your work, there is time to look up words in a dictionary.

Ghost writers are like shadows. Others can't tell who they are. They live in the background. But like our human shadows, where would we be without them?

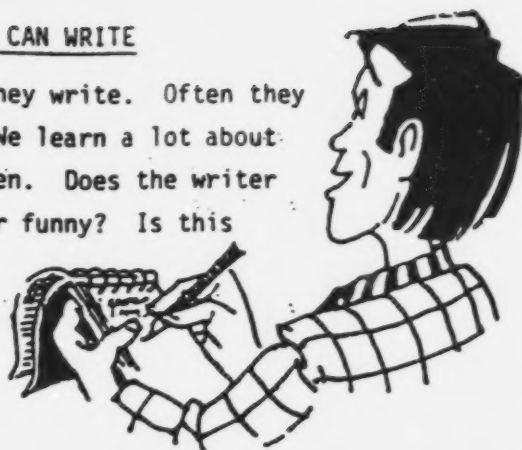
... A GHOST WRITER, of course!



YES, YOU CAN -- YOU CAN WRITE

You can tell a lot about people by what they write. Often they tell a story and the way they feel about it. We learn a lot about the writer when we read what someone has written. Does the writer sound smart or silly? Is the writer serious or funny? Is this an honest or a dishonest person?

People who write for newspapers learn to do it differently. They are told, "Tell the story -- but not the way you feel about it." It must be hard to write like that.



Many people want to be able to write better. People want to write so they will be understood. They want other people to read what they have to say. They don't want the readers to give up on the first sentences.

Writing starts with ideas that you have in your head. Not just a jumble of words -- but an idea. Isn't that a good place to start?

I have ideas in my head. Some of my ideas you may not want to know about. You may find them boring. But other ideas you might find interesting.

When I am the writer, I choose from the ideas in my head. "What would I like to write about?" I ask. "What will other people enjoy reading?"

If we write about our friends, relatives or neighbours, we must take care. Even good old Uncle Will can get upset. We need to be sure people we write about will approve of what we say.

Again, it is different for people who write for newspapers. "Write as if you have no friends or family," they are told.

Are you interested in learning to write better? Here are a few tips that may help you:

1) FIND A SUBJECT THAT YOU CARE ABOUT

The way you write is less important than the fact that you really care. It will show up like a moon on a dark night.

Think about what you like to read. Readers enjoy stories that tell about things they care about. Something that leaves a smile on your face, a lump in your throat or a tear in your eye.

2) STICK TO YOUR SUBJECT

Don't let what you write wander off course. Remember what it is like to listen to someone telling a story when they take too long to get to the point.

3) KEEP IT SIMPLE

Long sentences and big words are NOT good writing. A good writer will use clear, simple sentences. "She was tired," is a line from a famous short

YES, YOU CAN -- YOU CAN WRITE

story called "Evangeline." It almost breaks your heart when you read it.

Think of the first sentence in the Bible. "In the beginning God created the heaven and the earth." This is simple. It is written in a way that anyone can read and understand.

4) HAVE THE GUTS TO CUT

Do you like to write very long sentences? Unless these long sentences show your subject in a fresh or useful way -- scratch them out. If you like to write flowery stuff -- readers may not be able to figure out what you mean at all. Your idea gets drowned in a sea of words.

5) SOUND LIKE YOURSELF

Language experience stories written by student - tutor teams always sound beautiful. This is because they sound just like a student talks.

The way you talk tells about the way everyone in your family talked when you were a child. You are lucky if your first language was not English. Whatever your first language was -- treasure it all your life. If it shows in the way you write English, readers will enjoy your writing very much. Your writing will be beautiful. Like a very pretty girl with one blue eye and one green eye. It is like the difference between a plain white cake and a cake with spice in it.

I like my own writing when I sound like I talk. I grew up on the west coast. For over half my life I've lived in Fort Vermilion. I am surrounded by friends who speak English as their second language. Sometimes, I talk a bit like they do. When I visit old friends on the west coast, they enjoy the way I talk. "I really have to laugh sometimes at the things I say me!" Don't you just love it? I sure do.

What language did you talk as a child? German, Cree, French, Ukrainian, Hindi or Chinese? Canadian English is richer because we hear all around us the spice of second languages. Your first language, if you were lucky enough to have one, is part of you. Enjoy it. And write like that.

6) SAY WHAT YOU MEAN TO SAY



Some people hate to study grammar. They ask, "Why do I need to know the parts of speech?" One man said, "Taking a sentence apart is harder than taking a car apart. Putting it back together again is even worse!"

Why do we need grammar rules? We can write without knowing all the grammar rules. Some people would like to make words mean what they want them to mean -- not what the dictionary says they mean.

YES, YOU CAN -- YOU CAN WRITE

But if you write without rules, readers can not understand you. Readers want to see sentences like they have seen before. Why? Because they have a tough job to do. Readers need all the help they can get from a writer.

7) ABOVE ALL -- TRY TO HELP YOUR READERS

Pity the people who read what you write. It can be hard to figure out all those little marks on the paper. A reader has to make sense of them. Reading is an art. Many people find it very hard to master the art of reading.

When you write you are like a teacher. Be patient. Be willing to write simply and clearly. You have something to say that is worth reading. It does not have to be hard to read.

8) ENJOY THE FACT THAT YOU CAN WRITE

This is the good news! In Canada, we can write whatever we please. We have the freedom to do that. No one will punish us. That is not true in many countries. Are you glad you have that kind of freedom? Great! Go ahead-- write about it.



Donna Lambert and Lorna Bell ---
With help from Kurt Vonnegut

Cliff & Wy





STEERING COMMITTEE

MY "ALIEN PLANET"

by
JOYCE PAUL

How many of you have found yourself sitting on a Committee or Board for the first time? Or even attended a workshop or meeting where most of the people there are long-time members? They are all used to the way they do things. They understand all the terms used but you are completely lost.

Such was the case for me, when I first became a member of the Steering Committee. So many groups of letters were bandied about, I began to feel I had unknowingly become involved with a group from some alien planet.

In fact, at one workshop, I even told them my opinion. "Sometimes you people sound like you come from Mars!" Several others told me they were having the same difficulty after listening to such things as: AAAL, ABE, AEC, AVT, ESL, ESOL, FED, ICA, IERD, MCL, R & WT and TESL.

Now, I ask you, what do you (as an ordinary, everyday person) think those letters mean? If you should say, "It sounds like gobbledy gook." I can't agree more.

After a year or so of working with the Steering Committee and other groups that tie in with Literacy, I have learned that what they do mean are:

- AAAL - Alberta Association of Adult Literacy
- ABE - Adult Basic Education
- AEC - Adult Education Center
- AVT - Alberta Vocational Training
- ESL - English As A Second Language
- ESOL - English For Speakers Of Other Languages
- FED - Further Education
- ICA - Institute Of Cultural Affairs
- IERD - International Exposition of Rural Development
- MCL - Movement For Canadian Literacy
- R & WT - Reading and Writing Tutoring Project
- TESL - Teachers of English As A Second Language

Now, does it not make sense that people who work with terms such as these daily, have to look for ways to cut down on their length?

I HAVE surrendered, but I will continue to feel sorry for new (willing and unsuspecting) people as they attend their first few meetings and workshops.



The Run Away

Tammie was a shopping cart in a Safeway Store in a big city. When she was new she was shiny and clean but soon poor Tammie was beat up and rusty. The people were very bad to Tammie. They spilled things on her, laughed at her and left her outside when it was forty below. Tammie was very unhappy so she decided to run away. She did not know where she was going but she hoped she would find a nice home.

After midnight, when everything was quiet, Tammie left Safeway. She was rolling happily along the street when someone threw a bottle at her. It hurt very much so she rolled faster and faster. Soon she was very tired and stopped to rest. When she woke up it was morning and there were some boys playing around her. Tammie was afraid of the boys so she started to roll away. The boys ran after her. They pushed her along to a garbage dump and left her there with a wheel broken. Poor Tammie! She didn't want to spend much time in a garbage dump. She tried to roll away but it was very hard for her to move with a broken wheel.

It took her three days, but finally she stopped in a field full of grass and flowers. Tammie liked it there. Soon a family of birds made their home in Tammie's basket. They didn't care if she was rusty and had a broken wheel. Tammie stayed in the field with the flowers and birds for many years and she was a very happy shopping cart.

....Dolores Dooley

S * T * O * R * I * E * S

W * A * N * T * E * D

DO YOU HAVE: A STORY? A PICTURE?

A POEM? A JOKE?

A RECIPE?

or anything you would give us for our next book?

Please send it in to: Box 377, Fort Vermilion, Alta - T0H 1M0



THE SPECIAL CHILD

A meeting was held quite far from earth;
It's time again for another birth.
Said the angels to the Lord above,
"This special child will need much love."

He may not run or laugh or play;
His thoughts may seem quite far away.
In many ways he won't adapt,
And he'll be known as handicapped.

So let's be careful where he's sent;
We want his life to be content.
Please, Lord, find the parents who
Will do a special job for You.



They will not realize right away
The leading role they're asked to play;
But with this child sent from above
Comes stronger faith and richer love.

And soon they'll know the privilege given
In caring for their gift from heaven;
Their precious charge, so meek and mild,
Is heaven's very special child."

. . . by Edna Massimilla

REPORT ON
FORT VERMILION ADULT EDUCATION CENTRE

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

MARCH 15, 1985

FORT VERMILION ADULT EDUCATION CENTER

JOHN TWIDALE, ADULT UPGRADING INSTRUCTOR

LORNA FERGUSON, READING AND WRITING TUTORING PROJECT COORDINATOR

DORIS CHAMPAGNE, TUTOR, PACEMAKING PROGRAM

FACILITY OWNED BY FAIRVIEW COLLEGE

Objectives of the Reading and Writing Tutoring Program (1984-1985)

1. To help adults and youth improve basic reading, writing and math skills, by motivating, promoting and encouraging them toward personal goals.
2. Provide training and support to volunteer and community tutors and Pacemaking instructors so they can help students described in #1 above. This training shall include an introductory workshop for new tutors or instructors as well as a refresher workshop for past tutors.

At least one workshop per year involving guest presenters shall be offered.

3. Cooperate and work with Adult Education Instructors and other personnel with an Adult Education mandate that make referrals or seek information.
4. Obtain, make available and develop low vocabulary reading materials for local adult new readers and a resource collection for tutors and instructors, including cooperation with local libraries.
5. Provide coordination, support and continued development of Pacemaking classes.
6. Develop and improve evaluation and certification procedures.
7. Promote community awareness of the Tutoring and Pacemaking Programs and encourage local support and understanding. This includes a newsletter circulated every two months.

REPORT ON
LA CRETE ADULT EDUCATION CENTRE

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MARCH 15, 1985

LA CRETE ADULT EDUCATION CENTER

ANNE BOEHLIG, CLERK TYPIST INSTRUCTOR

INGRID BANASH, ADULT UPGRADING INSTRUCTOR

JO-ANNE DAVIS, ADULT UPGRADING INSTRUCTOR

DOLORES DOOLEY, TUTOR, PACEMAKING PROGRAM

EVA KRAHN, TUTOR, PACEMAKING PROGRAM

LOCAL ADVISORY COMMITTEE MEMBERS:

ERNEST DYCK, CHAIRMAN

TRUDI MACLEAN

MENNO HAMM

KATHY KNELSON

HENRY DRIEDGER

FACILITY LEASED

LA CRETE CENTRE REPORT

The Adult Education Centre in La Crete is divided into three programs: Pacemaking with two instructors, Upgrading with two instructors, and Clerk/Typing with one instructor.

The Pacemaking program has become very popular in the La Crete area. At present there are seven full time students in attendance with one more next week. There have been numerous inquiries about the program, and the instructors do predict a high enrolment in September. This program will definitely need more room next year.

The Upgrading program has twenty-one full time and three part-time students. Five students wrote the English diploma exam in January. All students are working hard as the end of the year is now in sight. The students and staff have been busy with numerous fund raising projects for our Edmonton field trip which is planned for mid February.

There are five full time students in the Clerk/Typing program. They are a hard-working bunch and all will finish the program by April 26. The computers are being used regularly by upgrading and clerk/typing students. The word processing component of the Clerk/Typing program has been eagerly accepted by the students.

February 2, 1985

LA CRETE UPGRADING REPORT

Prepared by JoAnne Davis

Another year is in full swing at the Adult Education Centre in La Crete. There are three instructors: JoAnne Davis, teaching English and Social Sciences; Ingrid Banasch, teaching Math and Science; Anne Boehlig teaching Clerk/Typing and Business courses.

Registration for courses started during the first week in September. From Sept. 10 - Sept. 14 new students were given the T.A.B.E. tests. The Advisory Board held a special meeting on Sept. 14 to review all applicants and to decide on who would be accepted for our La Crete Upgrading and Clerk/Typing programs.

Sept. 24 was our first official day of classes. The first two days were spent interviewing students and starting them on their courses. Tuesday afternoon there was a general meeting for all staff and students. The agenda included: discussion of the rules and regulations, nominations for student representatives, and filling out necessary forms.

All students are now working on courses and appear to be settled into the regular school routine.

Enrollment Breakdown

Total applications in September -----	38
Number accepted into Upgrading -----	22
Number accepted into Clerk/Typing ---	6
Recommended for Pacemaking -----	4 (2 upgrading in Jan.)
Applicants who did not attend for various reasons -----	6
Recent Revisions: Late applicants --	4
Adult Upgrading --	2
Clerk/Typing -----	1
Pacemaking -----	1

Withdrawals: 2

To Date: Adult Upgrading -----	21 (2 new applicants will start soon)
Clerk/Typing -----	6

JoAnne Davis

February 2, 1985

LA CRETE CLERK/TYPING REPORT

Prepared by Anne Boehlig

The larger facility has done a lot to enhance the Clerk/Typing program in La Crete this year. The Pacemaking program is now in last year's C/T classroom. We now have sufficient room for the eight computers in our Centre. Desks for the computers should arrive next week and we are eager to start the Introduction to Computers course with our students at that time.

The Clerk/Typing program started on Sept. 24 with six students. One student got a job the first day, so we were down to an enrollment of five. Later, on Oct. 5, one more student enrolled, bringing the total students up to six once again.

At present, there are four upgrading students planning to enter the Clerk/Typing program after they have received their necessary upgrading. Hopefully, this will happen in January, at the start of the second session.

I also teach five upgrading (business) courses (eg. Business Foundations and Law) to 17 upgrading students.

The program is going very well, the students are working hard, and the year certainly looks promising.

Anne Boehlig

BRIEF FROM THE
NORTHEAST FURTHER EDUCATION COUNCIL

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

MARCH 15, 1985

NORTHEAST FURTHER EDUCATION COUNCIL
BRIEF
SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION

Thank you for the opportunity to address the Minister's Advisory Committee on Further Education.

The purpose of the Northeast Further Education Council is to provide leadership and service to enable adults to pursue the process of life long learning.

During the first part of August of next year (1986) Fort Vermilion will be celebrating its 200th birthday. Over those 200 years, history has provided opportunities and challenges in many areas. The area of education is no exception. The major educational challenges in this district is the remoteness. The past isolation and the large sparsely populated area have made educational programs and facilities difficult to access. Despite these challenges there have also been opportunities which have been worked hard for by the people of this area. We would also like to pay tribute to the government of Alberta, who over the past years has set educational development a high priority. We, in the present Education Council, are pleased to be able to assist by helping to uphold this tradition.

The geographical area served by this Council, while no longer isolated is still large and has a steadily growing population. With the recent increase in oil exploration in the Red Earth area to the southeast, it is expected that growth will continue. Such an increase will bring a corresponding need for expanded educational development in terms of both facilities and programs. The importance of non-credit education courses is demonstrated by the high rate of participation, however community education could be enhanced by the provision of the following:

1. Larger adult education facilities
2. Educational Teleconferencing

3. One time capital grant to acquire the equipment necessary to provide educational teleconferencing.

The present adult education facilities are filled to capacity which does not allow for the anticipated growth.

Teleconferencing and satellite delivered courses would enable us to respond to the many requests and provide an alternate delivery system for high school, vocational and university credit courses. This would meet the need of the people who work during the day and who want to upgrade their job related skills without having to leave the area. The time, cost of travel and high living expenses away from home to attend classes in larger centres hinders the majority of adults who have set a higher education as their goal.

We look forward to your support and recommendation to the Minister supporting this concept of providing easy access to credit courses for adults in our community.

Again, Thank you for your time and attention.

Respectfully submitted.

Joyce Paul
Chairperson.

Cathy Wahl
Secretary

Pearl Newman (Mrs.)
Coordinator.

STATEMENT OF PERSONAL PHILOSOPHY
RELATING TO ADULT BASIC EDUCATION

FROM
LORNA BELL FERGUSON

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

MARCH 15, 1985

A D U L T B A S I C E D U C A T I O N - M Y P E R S O N A L P H I L O S O P H Y

-- Lorna Bell Ferguson

Functional Literacy is a right -- not a privilege. Adults who lack basic reading, writing and math skills did not choose to be illiterate. Either they failed to have the chance to go to school as children -- or the public schooling that was provided to them failed them. And in a country where 80% of all men and women ARE functionally literate any degree of illiteracy makes it almost impossible for a citizen to have equal economic and social opportunities.

In 1977 I was one of a small group of volunteer tutors who set out to help a neighbour learn to read and write. Since then I have had the good luck to find a way to earn my living as the coordinator of an exciting, and expanding literacy program in the Fort Vermilion and LaCrete area. As one of the two pilot projects to get a grant from Further Education Services in 1980 our READING AND WRITING TUTORING PROJECT has become well known. People in Alberta, in Canada and around the world know that the approach we are using really works. In spite of the fact that other people tell me that our efforts are a wonderful success story I cannot accept that view, personally. We are, after all, just a very small drop in a very large bucket. The individual courage, hard work and successes of the students in our program prove that, given the chance, adults can master literacy skills very quickly. The reason I love my job is that I hear so many individual success stories every day. However, there are far too few opportunities in Canada for people to get the "second chance schooling" that is their birthright.

Functional literacy empowers an individual to become a self-teacher. Without reading men and women are limited to learning from what others tell them, from media information (like TV and radio) and within the limits of their own memories. Without writing people cannot share the ideas in their minds with friends and family except by talking. Think of all the poetry that does not get written! Think of all the family histories that are never recorded! Think of the tragic waste of human wisdom and creativity!

Draw an imaginary line east to west across the province of Alberta (about halfway between Edmonton and Red Deer) and think about the people who live north of that line. I am certain that at least 70,000 prospective Adult Basic Education students are waiting for a second chance at schooling in the grades one to seven level in this part of Canada, alone. (This number is about half the "less than grade nine" stats Canada figure for the area.) Existing literacy programs in the area are immensely inadequate. It is very likely that for every adult who gains functional literacy with our help a

young person leaves the public school system without being able to read and write well enough to cope with everyday things like labels on medicines, letter writing, newspaper reading, and so on.

Functional illiteracy could be prevented IF the public school system listened very carefully to what many students in adult literacy programs have to say. "If I was too dumb to learn to read in school why am I finding it easy to learn now?" my student asked me a few years ago. He was 23 years old and had spent ten frustrating years NOT learning to read and write in Toronto schools. If anything, I found him to be extra intelligent. Children who are failed by the problems in our public school systems enter grade six without having "grade six or higher" literacy skills. No-one explains to them that this is not their own fault. But from grade six onward ALL their school successes depend upon their reading and writing abilities. In effect we stop teaching them HOW to read in grade five.

Recent research has identified four major "learning styles". Different people learn in very different ways. Most elementary classrooms cater to only one of these learning styles in children. So many children suffer. "I knew he needed special help—but with 32 kids in the class I never seemed to find the time for him." This was the lament of one elderly grade one teacher when I told her that one of her former pupils had learned to read at age 36 by working with a tutor in our program.

"I never learned to think in English until I was out of school for several years." This was the explanation of a bilingual student, age 27, who left school and went to work as a waitress—serving an english-speaking public. Perhaps she would have mastered reading and writing as a child if the school—in a Cree-speaking community—had offered english as a second language with Cree as the instructional language, at least in the elementary grades.

Adults prefer to choose what, when and how they learn. If Adult Basic Education programs are really meant to work -- STUDENTS MUST be equal partners in every aspect --from planning, through piloting and learning, in decision-making and ongoing management, and especially in every aspect of evaluation (of the program in general and of individual achievements). Unfortunately, most students have very soft voices—and many of the people who "run" literacy programs are not very good listeners. We are all learners in every way, in these very small beginnings of what I hope will become a full-scale national Literacy Campaign in the next few years.

Loma.

In most Canadian communities one out of five adults do not read and write very well. These men and women who lack skills needed for everyday participation in the literate society are cut off from taking part in such things as:

- 1) Lifelong learning opportunities which depend upon reading as part of the learning experience (OR WHICH THE PERSON WITH LITTLE OR NO LITERACY SKILLS SEES AS DEPENDING UPON READING)
- 2) Participation in the public schooling of their own children
- 3) Life (or "survival") skills such as banking, writing letters, gaining information of economic or political importance, receiving true equality before the law, enriching leisure — and a myriad of other practical day to day activities.



ADULTS WILL TAKE ADVANTAGE OF OPPORTUNITIES TO GAIN LITERACY SKILLS —
IF THE OPPORTUNITIES ARE THERE

Students who enrol in classes, or who became part of a student-tutor team (as in the Reading and Writing Tutoring Projects now based in Fort Vermillion, High Level, Peace River, and Cleardale, the Reading Network in Grande Prairie) all share one thing:

"All my life I have wanted to be able to read and write," one man explains. "There were times when I felt like I was blind," a great grandmother told us.

Perhaps we need to take a fresh look at LITERACY.

Perhaps LITERACY has to be seen as a basic human RIGHT.

"Today, written words are integral to almost every part of people's lives—newspapers, instruction books, pleasure reading, bills, bank statements, labels on food, clothing, medication. Functional literacy really comes down to skills for living." (..Paula DiPerma — "Functional literacy: Knowledge for Living" 1982.)

WHAT DO YOU THINK?



"Imagine, if you can, what your life would be like if you could not read or if your reading skills were so meager as to limit you to the simplest of writings, and if for you the door to the whole world of knowledge and inspiration available through the printed word had never opened.

" For more than a quarter of our population this is true: For them education, in a very important way, has been a failure, and they stand as a reproach to all of us who hold in our hands the shaping of the opportunity for education.

"These individuals have been denied a right -- a right as fundamental as the right to life, liberty and the pursuit of happiness -- the right to read."

With these words, the late James E. Allen, U. S. Commissioner of Education, launched the U.S. government campaign against the blight of illiteracy which, paradoxically, thrives within the most highly educated and technologically advanced civilization in the world. One man writes of his walk among the craters of the moon; another of his countrymen is unable to read about it!

Twenty-eight percent of the adult citizens of Canada (over four million) have received less than nine years of schooling. Over 850,000 of these people received less than five years of schooling. There are 240,000 people in Alberta in the first group and 46,000 in the second. WHY THEN IS THERE NO FEDERAL OR PROVINCIAL "RIGHT TO READ" POLICY?

* * * * *

"Every man who knows how to read has it in his power to magnify himself, to multiply the ways in which he exists, to make his life full, significant and interesting."

* * * * * Aldous Huxley. * * * * *

ABOUT LITERACY AND READING

"Underprivileged, disadvantaged, undereducated -- these are just a few of the words used to describe men and women who are poor and have had little schooling. Teachers would be wise to add a new word to their thinking: UNDERESTIMATED. During recent years, since more and more students have moved into adult basic education and high school completion programs, teachers have found that disadvantaged adults have strengths, talents, contributions to make -- as well as obvious needs and weaknesses. When we consider them only as needy individuals who require our special help, it is easy to feel superior and condescending -- an attitude which they sense and deeply resent. If we really want to help, we must look for and honor their unique talents, thus boosting their already shaky self-esteem."

* * * * * from Techniques for Teachers of Adults
NAPCAE 1970.

Contact: The Reading and Writing Tutoring Projects c/o McKenzie North -
Fairview College Box 810 - High Level Alta T0H 1Z0

LETTER FROM
FOX CREEK FURTHER EDUCATION COUNCIL

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MARCH 15, 1985



*Fox Creek Further
Education Council*

265

BOX 325
FOX CREEK, ALBERTA
T0H 1P0

"Be Foxy with Further Education"

February 26, 1985

TO: THE MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION

The Fox Creek Further Education Council wishes to thank you for your continued support of Further Education. During the past seven years just such financial aid as you have supported has helped approximately 400 people per year in Fox Creek receive programs which might otherwise have been near to impossible.

We, as a Further Education Council believe that this program is sound investment of government funds, even in these times of tight budgets. Being a somewhat remote community, and having a population of approximately 700 families (the majority of which are shift workers) we feel we have done a superior job in reaching our town. As we work harder in involving more and more agencies we hope the number of participants will increase.

We have come to realize just what constitutes a good council -- a dedicated membership and some definite long and short term goals. We have grown more in that direction over the past year than we have in the past but we know we still have a ways to go yet. We need time to build our council from a complete programming body into a co ordinating body but we are also sure that this goal will be met.

I hope you and your colleagues will continue to support our funding and the concept of Further Education.

Yours truly,

FOX CREEK FURTHER EDUCATION COUNCIL

Debby Ashmore
Co Ordinator

BRIEF FROM

JOYCE MOODY, LACE HORSESHOE RANCH

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

MARCH 15, 1985

February 25, 1985

RE: FURTHER EDUCATION "TEAM ROPING"

Enclosed ad has been running for ever so long in G.P. & local newspapers. \$250.00 is an "unreal price" for such a class. And why do we have to have American instructors?

Other classes that are through this program are good & fees reasonable - even working cow horse, cutting, western pleasure and vet classes are cheaper by far \$15.00 - \$65.00. Was very disappointed that the 3 Day Breeder Education was cancelled (without public notice) at Fairview - instead hopefully 1 DAY Session March 16 G.P. will benefit myself. Recently attended promotion on nutrition for equine - Agriculture & Sheer gain - oh well if we didn't own horses they wouldn't have any feed business. I find that too much conflict in information - each instructor of expert does not agree & sometimes knock each other; too bad I figure - Terry Bryan (FAIRVIEW) tells me there are programs funded with public money - well I'm public & I would like to know can I attend team roping as a spectator & at what cost? Thank you.

Sincerely,

(Ms.) Joyce Moody
Lace Horseshoe Ranch
Woking, Alberta TOG 3V0
774-2187

House 3 Stallions
& 30 Brood Mares
Racing Stock -
All Around Using Stock

TEAM ROPING PROGRAM *Lehman*

Fairview College will be offering a Team Roping Program in the Lewis Hawkes Pavilion, Evergreen Park, Grande Prairie, Alberta, March 22, 23 and 24, 1985. The program will run 9:00 a.m. to 5:00 p.m. daily.

The instructors are Walter Woodward and Doyle Gelleman. Video replay will be available. Enrollment is limited.



Fees are \$250. per student.

For more information or to register, please contact:

*Running at least 6 hrs
2 mo ahead*



Fairview College
Box 3000
Fairview, Alberta
T0H 1L0

(403)835-6617

FAIRVIEW COLLEGE

BRIEF FROM THE
BIG COUNTRY EDUCATIONAL CONSORTIUM (I)

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

MARCH 15, 1985



BIG COUNTRY EDUCATIONAL CONSORTIUM

RAILWAY AVENUE AND FIFTH STREET EAST
BOX 419, DRUMHELLER
ALBERTA T0J 0Y0

March 8, 1985

PRESENTATION TO THE MINISTER'S ADVISORY COMMITTEE

FURTHER EDUCATION

ATTENTION: MR. TONY POWELL

LADIES AND GENTLEMEN:

I wish to present to you a brief report on the progress of the Big Country Educational Consortium and some of the highlights from our consortium network. Our association with this committee dates back three years and during that time, you have been responsive, supportive and most importantly, attentive. I would like to also establish that every project we have proposed for your comments and/or support has not only come to life but each has been a resounding success.

Collaboration

You will likely remember our brief that endorsed expanded collaborative efforts between Consortia and Further Education. In Drumheller, not only have we experienced a mutually supportive partnership, our joint activities have included the launching of a unique community needs assessment training process as well as a business development training program. The research training includes most of the community agency leaders in Drumheller and is being provided by a member of the Faculty of Management Studies at the University of Calgary. The business program has taken root and management training as well as computer applications workshops are ongoing and are expected to continue year-round. The staffing is provided by a Consortium PEP worker who is directed by the Further Education Coordinator. The activity, is all formally undertaken through the Further Education Council while our Consortium has the role of designated hosting authority. It is hoped that a major portion of the costs to the employer will be picked up through the Alberta Training Program, another exceptional concept from our provincial government.

March 8, 1985 Big Country Educational Consortium

In Coronation, a group of adults who are linked to the Further Educational Council, wanted to try to spontaneously generate educational activity. The idea was to find out where learning interests were and then help those people to organize their own activity whenever they wanted. The Consortium applied for a PEP worker and the individual worked for six months under the direction of that group. While an evaluation is not yet complete, the project appears to have stimulated considerable amounts of new educational activity and interest.

In Gleichen, Old Sun College and the Consortium joined together for a needs assessment process. A PEP worker was hired by the Consortium to work under the direction of the staff of Old Sun College. Further discussions are about to be held as to future forms of collaboration to serve adult learning needs in that area.

In Hanna, the Prairie Association for Water Management required a coordinator to manage its educational activity on water management issues. The staff member, provided through PEP to the Consortium, is actively engaged in coordinating presentations to government and the public in our region on water management proposals.

For all of these positions, the BCEC topped up the wages over and above what the PEP program provides. I am not sure that one could find a better marriage of the PEP program and adult educational activity.

Community consultation policy

The Committee may also recall a proposal to support a strong community consultation role for the Consortium. The Board of Directors of the BCEC completed an analysis of that role and approved a far-reaching policy. This decision will make response to community development learning needs a recognized function of the Consortium in addition to its primary role of providing credit programming. The Consortium has been instrumental in assisting several community projects to achieve outstanding success.

The Drumheller and District Development Corporation was formally approved by the Minister of Employment and Immigration as the only LEAD corporation in Alberta during 1984-1985. This has meant access to \$2,500,000 in federal funding to stimulate community development in Drumheller.

The Prairie Association for Water Management has successfully operated a conference on water management issues with 150 people coming to Hanna from all over western Canada. This organization has presented proposal papers to the federal enquiry on water issues, the Alberta hearings on water management and has been asked to present a major paper to an international symposium on water management in Toronto in May.

March 8, 1985 Big Country Educational Consortium

Technology and rural areas

Another brief to your committee spoke to the need for support in delivering courses and programs from institutions into rural areas by teleconference. In 1984-1985, all five consortia joined together with a large number of institutions to create the "Telenetwork", a province-wide system which in the coming year will hopefully see Lakeland College becoming a sixth hub in the network. This network will have expanded course access to more than 1000 adults in rural Alberta and there is no end in sight.

That achievement was not the only electronic development last year. Through consortium funding, a micro computer network was set up linking the consortia, the Department of Advanced Education and 15 Further Education Councils in a telecommunications network.

Credit programming success

Finally, I would like to say that the continuing support of your committee for the concept of consortia has proven to have been well-placed faith. In the past year more than 1000 rural people have enrolled in credit programs and over 5000 have had a credit course experience. This year, the numbers have increased considerably in both categories. A large part of rural Alberta is now able to say that we have many of the credit options we had needed and even though much more is necessary, progress to date has been extraordinary.

Appreciation

I have included three appendices which give much greater detail on some of the developments mentioned in this brief. I would like to extend to the Minister of Advanced Education, through your committee, a vote of appreciation and an expression of confidence that the Province of Alberta is on the cutting edge of educational concepts for adults. The Department of Advanced Education has provided support and direction to each of these advancements in our province and it is high time that there was commendation to replace the unspoken words and the occasional condemnation.

Sincerely,

Al Whittall
Al Whittall
Executive Director

COMMUNITY CONSORTIA

AN ALBERTAN CONCEPT
OF
LEARNER - CENTRED
EDUCATION

Al Whittall
Executive Director
Big Country Educational Consortium
Drumheller, Alberta

The Province of Alberta launched an experiment in distance education in 1980 which focussed educational organization in rural areas on learners' needs. The new policy would establish locally-based consortia in isolated regions of the province which had previously been educationally disadvantaged due to their distance from urban centres. The early model evolved out of an adult education centre that was developed in Peace River by the adjacent institutions serving the area. With the advent of the policy, five consortia were established in communities that centred their remote regions. Each of these organizations tends to serve a variety of different lifestyles and occupational influences.

Regional Variations

North Peace Consortium tends to serve an area in the northern extremes of the province that are affected most by agriculture and the petroleum industry trades. Pembina Consortium is primarily affected by the petroleum industry. To the west, Yellowhead Consortium serves mining, forestry and the tourist industry. The southernmost area is served by the Chinook Consortium, primarily affected by the mining and tourist industries as well as ranching. Big Country Consortium is located in the eastern area of the province which was almost deserted during the "dust bowl" of the thirties. Its primary service is affected most by agriculture and the tourist industry. (Illustration 1)

Common Needs

While each Consortium area has unique needs, the past three years have indicated that there are some common needs as well. Each of the areas has found that programs that increase office expertise and business management are in great demand. Additionally, the

most common and basic need is for a consistent and year-round program that allows rural people to complete their high school and even elementary levels of education. Because of the recurring nature of these needs, it is likely that these programs will become a core for consortium activity over the next period.

Role Definition

Although there was considerable scepticism throughout the established educational community, there has proven to be a degree of genius behind the consortium concept. Essentially, the organizations themselves would take on no programming role whatever. It would be their purpose to establish personal contact with local communities and people, and, in so doing, identify learning needs as accurately as possible. Then, the consortia personnel would manage a process by which the appropriate resources could be contracted to service these needs. Once programs were defined and arranged, the consortium was to step out of the way and facilitate the completion of the educational experience in any manner required.

While the primary focus of programming was required to be in the credit area, it was not long before most of the communities began to recognize the potential of this new resource. All kinds and varieties of requests began to filter through the needs assessment process. As a result, the consortia resources began to also be used for developmental learning within the communities as well as the credit activity. Since this community role is less recognizable in the traditional stream of advanced education, this paper will address the topic in greater detail.



Illustration 1

Organizational Model

Although it was expected that each consortium would develop differently as a result of its different regional influences, there is an underlying set of guidelines which are present in all five. Each consortium has a Board of Directors made up of the chief executive officers of the advanced education institutions which are usually located on the periphery of the region to be served. Additionally, an advisory committee made up of people living in the area is appointed for the purpose of developing priority proposals for the Board. The consortia staff, usually minimal in numbers, conduct a continuous needs

assessment process and oversee the operational aspects of the program. The advisory committees establish programming priorities and the Boards define the operating policies as well as the ways and means for implementation of the priorities.

It was envisioned that each consortium would have an administrative operating and capital fund to manage the planning and organizational process. The member institutions would provide the program services as a result of their existing mandates. In order to be as cost-efficient as possible, one of the member institutions was requested to provide the administrative and legal functions as an agent for each consortium, therefore capitalizing on existing systems and eliminating duplication. (Illustration 2)

Big Country Educational Consortium A Rural Network

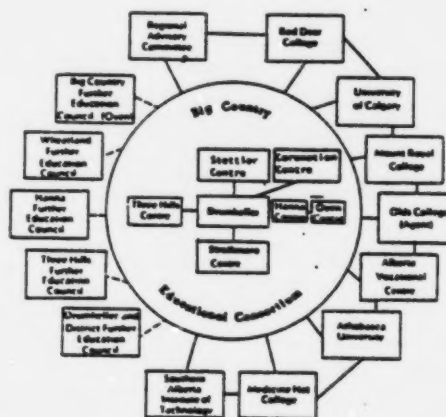


Illustration 2

Local Base

The major challenge for each consortium has been the manner in which it has established its local base. The real danger in education is the process by which the learner and the

educator become separated in motive. Organizationally, the problem is even more acute as administrative concerns can become the overriding focus of an educational institution.

The temptation for consortia is to extend their mandate into program delivery rather than to facilitate the learner-educator relationship. Very often, since the concept of consortia is not easily familiar, the community identifies the organization as the new "college". When this pressure forms, it is difficult to keep a sense of purpose in mind.

That situation is occurring within each consortium area and the debate about programming periodically intensifies in direct relation to the influences around each organization. For this reason, the Executive Director's role is a pivotal one in terms of ensuring philosophical continuity in the concept. Professional ambition is most likely to be the undoing of the purpose of each consortium.

Assets of Consortium Concept

It is most likely, however, that the economic realities will ensure prolonged integrity with the concept of consortia as originally determined. The creation of colleges in any of the areas is an unrealistic and counter-productive approach to the educational needs of the regions. The low population bases will not adequately support a level of expenditure to build facilities let alone programming liabilities that come with institutions.

The concept as it exists now eliminates the problems incurred by tenure contracts and the difficulties encountered by turning programs off in any one year and starting new ones as the needs dictate. Programs have mobility as things stand now, allowing for funding to go wherever needed rather than to force-feed a fixed college facility. Additionally, the overall operating costs, when all capital and program considerations are taken into account, are proving to be considerably less than institutional costs for similar delivery of programs per learner. [Illustration 3]

A Learning Advocate

Without programming responsibilities, the consortia are free to be learner advocates in the best possible sense of the word. The ability of each consortium to establish networks throughout their area as well as between

the consortia is exceptional. This capacity makes it possible for learners' needs to be surfaced and resources contracted as immediately as possible. Additionally, the informal relationships allow for a great deal of flexibility in assisting learners to access educational opportunity.

Another major factor is the manner in which creative alternatives can be developed to serve the learners' needs. The North Peace Consortium was instrumental in devising a mobile training van that brought computer applications programming to isolated rural communities in the north. The Chinook Consortium has been successful in piloting a computer-managed learning program which assists adults to complete their high school education through self-paced learning. Yellowhead Consortium has moved strongly with the federal employment departments and industry to bring a bank of computers into their area that will provide extensive hands-on training to the commercial and trades areas.

CONSORTIA STATISTICAL PATTERN 1983-1984

	PROGRAM REGISTRANTS	COURSE REGISTRANTS
BIG COUNTRY	238	1228
CHINOOK	161	996
NORTH PEACE	232	1214
PENINSULA	228	947
YELLOWHEAD	208	1640
TOTALS	1731	5227
TOTALS TO DATE 1984-1985*	1733	6216
TOTAL ANNUAL COMMUNITY CONSORTIUM GRANT: \$ 3,500,000		

* Spring session not reported as date of publishing

Illustration 3

Networks

Some of the networks are proving to have even broader value than one consortium region. The Big Country Educational Consortium developed a systematic design for the delivery of courses by teleconference. The economy and functionality of the system has now been

broadened out to all five consortia and a community college, providing rural Alberta with a "telenetwork". This creative venture is now making it possible that rural learners will be able to access educational resources from across the province and even the continent. (Illustration 1)

Another one-of-a-kind system has been created through the consortia over the past two years. A "micro" network has been implemented which connects all consortia, the Department of Advanced Education and fifteen rural further education councils by personal computer. The system allows for telecommunications, word processing and shared administrative systems. This unique configuration has begun to move the consortia into the realm of electronic education in another manner. The access to databases and possible educational programming by computer is fast becoming a new "frontier" for rapid development.

An enterprise of this kind is in the germination stage in the Big Country area, where a collaborative group involving education, advanced education, local television, the federal government, commercial enterprise and industry is planning an integrated electronic network. The project called "Connect" revolves around the manufacture of a new, integrated system that combines teleconference, computer interaction and one-way video transmission. The project will involve the development of technological networking and teaching in education and advanced education combined with planned economic development within the community.

A Community Resource Role

The "Connect" project helps bring into focus another dynamic role that some consortia have found to be of considerable need in their areas. That function is to become an educational resource to the communities at large as they go about their development. While there is certainly limited relationship to the formal educational role at the outset, this type of involvement is a relevant means to assess community training and educational needs. The consortium becomes a consultative and training resource in the process of development of communities as it takes place from day to day. Staff time, instructional resources, facilities and equipment all can play a vital part in the successful development of communities as the residents involved learn to become more effective individually and organizationally.

The consortium becomes an integral part of the various communities and the region as it goes about the business of developing its capability to cope with the changing pressures of modern society. Even in this role, the consortium is still only a facilitator, helping people to come into contact with the resources they require for their own development as communities. Being involved at such a fundamental level assists in developing a trusting relationship in each community served that in turn makes it possible for people to rely on the consortium as an organization to respond to their learning needs as they occur.

Additionally, the consortium brings to the area a wealth of people and skills that can readily assist communities to progress toward their development objectives. In order to maintain a positive role and not create a dependency, each consortium has to develop its own philosophy and criteria by which the process can be measured for effectiveness. The success of this role is measured by the degree to which the resources can be rotated rather than increased each time a project is supported.

Political Awareness

In real terms, the community consultation process builds a strong sense of political awareness and skill so that the communities involved can affect the conditions around them. The consortia help rural communities to learn different approaches for the development of their communities and the lifestyles that they need to maintain.

Project Types

While the area of community consultation has become clarified only recently, the Big Country Consortium has resolved its statement of mission by identifying the following definitive statements.

Definitions

Member institutions - those educational institutions which have received membership status with the Big Country Educational Consortium as approved by the Board of Directors.

Board of Directors - the decision-making body of the Big Country Educational Consortium made up of the Chief Executive Officers of each approved member institution and persons recommended by the Regional Advisory Committee who may be appointed to directorship through Board approval. [or designate]

Administrative Agent - the member institution requested by the Board and designated by the Minister of Alberta Advanced Education to function as the legal and accountable entity for the Big Country Educational Consortium.

Regional Advisory Committee [RAC] - persons having a major interest in adult education who are resident in the area served by the Consortium and are appointed by the Board to provide advice on the priorities of programs and services to be undertaken by the organization.

Institutional Program Committee [IPC] - persons assigned by the member institutions of the Consortium to provide advice to the Board of Directors on the implementation of credit programs.

Statement of Mission

The Big Country Educational Consortium is a joint-venture defined by member educational institutions and Board-appointed Regional Advisory Committee members to provide educational opportunities in the non-metropolitan areas of southeast central Alberta through the appointed administrative agent.

Areas of Challenge

The programming of the Consortium will reflect the following goals in accordance with local needs assessment and available resources:

- 1) The primary priority is to provide educational programs from BCEC member institutions and/or other sources that will enable area residents to achieve a diploma, certificate, degree, and/or other forms of credentialing (omission) as may be recognized within advanced education in Alberta. Where such programs in their entirety do not serve the locally-identified need, specific training activities leading to credit will be provided.

- 2) In order to respond to expressed requests from communities in the BCEC area, specific consultative/training services resulting in more effective community organization may be provided to groups to the degree that resources can be made available or can be developed by the Consortium.

Credit Programming Criteria

- 1.1) Credit programs and courses will be offered through the Big Country Educational Consortium in accordance with the Alberta Advanced Education Consortia guidelines.
- 1.2) Credit program priorities will depend on local needs and will be offered by agreement between the delivering institution and the administrative agent.
- 1.3) Programs will be funded through to completion of the credential in the time period determined at the outset and subject to the availability of funds.
- 1.4) Programming cycles will be defined when priorities are defined and will establish the number of times a program will be run. Program evaluations will be completed before the end of each cycle.
- 1.5) Delivering members will agree to deliver the program for the approved cycle.

Consultative/Training Criteria

- 2.1) Requests approved for service by the Board of Directors of the Big Country Consortium will have been initiated by community groups which have identified a need for consultation/training from the Consortium and have, as an expected outcome, the increased organizational effectiveness of their community [communities].
- 2.2) Each approved service of BCEC is expected, within a pre-determined time period, to be managed through commitment of resources from the other participants. Subject to Board approval, this independent functioning does not prevent the involvement

of the Consortium as a participant later in the process.

- 2.3) As the Consortium is a network by nature, a project will demonstrate the broadest possible use of these resources.
- 2.4) The Consortium will involve itself in projects which have the broadest developmental effect in the BCEC area.
- 2.5) Documentation of the developmental process will be needed to make available the learnings achieved.
- 2.6) Comparisons between projects will be necessary to assess the impact of the Consortium actively in development.

The policy deliberations of the Board have emerged as a result of the growing volume of requests from various communities for Consortium assistance with their developmental priorities. The recognition of the learning process, implicit in such work, requires rigorous monitoring guidelines. In the initial stages, it was important for the Board to be prepared to assess the various projects which had been supported through the previous three years. Each project is now screened in the annual planning process in the same manner as the credit programs are governed.

It happens that the preceding description of the non-traditional role of education is confused with the credit programming to the extent that they become one in the same function. That possibility makes it necessary to constantly review the methodology and the results of each consultation project to ensure that the educational objectives are being attained. Additionally, it is valuable to constantly describe the projects in order to keep the results in focus. In order to develop clarity, two projects are included herein to relate the concept to actual delivery experience.

Drumheller & District Development Corporation

This project emerged out of a call for assistance from the Chamber of Commerce in Drumheller in 1981. The group wanted to begin a process of locating an economic development officer in the community. After a rather abortive attempt to install a manager for the city operations, everyone was leery of the public reaction to "another wasted expenditure". The Consortium was asked to help the Chamber

determine the receptivity of the community to a "\$50,000 office" for economic development.

The process was launched with a broad-based community attitudinal analysis which surprisingly indicated that most of the community actually favoured an umbrella-like organization governed by the "most adept people of the community". The possibility of a structural change in the district brought out the most dramatic opposition and the debate had begun. At this point, the Consortium role could have ceased but then the various interest groups which had taken on the concept as their own initiated a new request.

This time, the Consortium was asked to second their Executive Director part-time to manage a community planning process that would design a development concept supported generally by the community. That request was approved and the work was launched resulting in a Development Corporation, a profit-oriented community business run by the City Council, the Chamber of Commerce, the Tourist Association, the surrounding government council and the Agricultural Society.

The project, now in its first fiscal year of operation has accessed \$2.5 million in funding over the next five years and has established an operational concept which will ensure its self-sufficiency into perpetuity. The Corporation is now inextricably in the hands of the community. The Consortium is just one of the many functional participants in the development strategy of Drumheller and District.

The Prairie Association for Water Management

In Hanna, a community within the Consortium area, another project emerged from a traditional educational exercise. The community is located in the centre of the agricultural area that became deserted in the thirties during the great drought. Today, the drought conditions are not much different than then but the farmers' knowledge-base has meant the difference between survival and despair.

A group of citizens came together in Hanna two years ago as it was becoming obvious that the community was facing a disaster. Water supplies, none too good under the best of conditions, were likely to run out within a year. This was the only service community within reasonable distance for a large segment of the agricultural population.

Failure of this community would likely make farming economically impossible for the surrounding area. The Consortium was asked to assist in planning a conference to develop awareness of the issue and to secure a solution. The conference took place and Hanna now has a pipeline bringing water from the Red Deer River to provide the requirements of the town.

Water, however, is the overriding problem for development in the region. Agriculture in the area, the mainstay of central Alberta, relies on the intermittent rainfall from year to year. The conference committee felt that they too had received an eye-opener through their own endeavours. They felt that it was time for water management to become a political objective as was electrification and other resource-based systems. The decision was made to launch a new organization called the "Prairie Association for Water Management".

The Consortium was asked to provide an organizational development role as well as to provide coordinating staffing through its "grantsmanship" expertise. Along with considerable support from the province and other organizations, P.A.W.M. became an influential new voice in the water management field.

Within the past fiscal year, P.A.W.M. has published the proceedings from the Hanna conference, prepared and submitted a submission to the federal hearings on water issues. As well, the organization has completed a major paper and public education program on water management. This paper and presentation was developed for the Alberta Water Commission, whose role it is to present to government, preferred water management policies for Alberta.

In this fiscal year, P.A.W.M. will make more than twenty public education presentations concerning water management in the region. The organization has also been requested to present a paper for publishing and debate at an international water symposium in Toronto this April. The membership of the organization now exceeds more than twenty thousand people through group memberships and the Board expects to have as many as five hundred individual members before year-end. The Board of Directors is composed of farmers, townspeople, professionals, educators and business people, all learning about their common concern, water.

Summary

Learner-centred education has most often been viewed with scepticism since education has developed from a perception that people do not really know what they need to learn. In that historical context, the professional has determined to a large extent what people should learn and has even attached a credential to that package of knowledge. This learning has then been incorporated into a form that can be managed within a structured environment such as a school, college or university. To take it one step further, the educator and the employer have defined the value of such credentials so that the conditioning of the individual has been toward the institutional approach to learning.

While it is not questioned that the traditional process of learning has merit, since almost all of society values the process, it is possibly time to recognize that other learning processes are becoming prevalent in our society. Western values of freedom of the individual have increasingly shifted responsibility from the authorities to the person. Along with that values change has come technological systems that make it possible for the individual to seek out knowledge wherever it is found, institutionally or otherwise.

The critical question in our future is going to be what that individual does with that freedom and that access to infinite information. The educational role may no longer be the provision of pieces of the jigsaw puzzle but to regularly help the learner to gain access to any information that is required and at the same time, to assist in the integration of knowledge into relevant and valued decisions in life. One of the means to that end is the role that the consortia can play in the rural areas of Alberta. It is one of the models that is slowly becoming identified, refined and recognized.



Al Whittall
Executive Director
Big Country
Educational Consortium

Alan Whittall
Executive Director
Big Country Educational Consortium
Drumheller, Alberta, Canada

Foundations

Each consortium was designed to produce educational opportunities for rurally isolated people. Providing on-site programs was one alternative and electronic delivery was another. The telephone company agreed to become a partner in an endeavour to create an audio interactive network that would connect all consortia with their urban service centres. A number of institutions were already experimenting with this delivery method via long distance and they agreed to participate as they were already functional members of the consortia. [Illustration 1]

The diagram illustrates the 'Big Country Educational Consortium'. At the center is a large circle with 'Big Country' at the top and 'Educational Consortium' at the bottom. Surrounding this central circle are various educational institutions and administrative bodies, each in a rectangular box. These include: Regional Administrative Commission, Red Deer College, University of Calgary, Mount Royal College, Olds College (Algonia), Alberta Vocational Centre, Athabasca University, Hardisty Hall College, Southern Alberta Institute of Technology, Drumheller and District Further Education Council, Treaty Hills Further Education Council, Phoenix Further Education Council, Wetaskiwin Further Education Council, Big Country Further Education Council, and Stettin Centre. Within the central circle, there are also boxes for Stettin Centre, Educational Centre, Home Care Services, Open Learning, Shawville, Drumheller, Peace Hills Centre, and Peace Hills Centre.

21 November 2005

By installing an automatic switch or "bridge" in each consortium location, it would now be possible to connect a number of rural centres with an urban centre producing considerable cost-effectiveness over regular long-distance costs. Additionally, each of the centres was connected to the appropriate consortium bridge by dedicated telephone lines. Essentially, this configuration provided a controlled and integral system by which urban institutions could deliver to 28 rural communities. [Illustration 2]

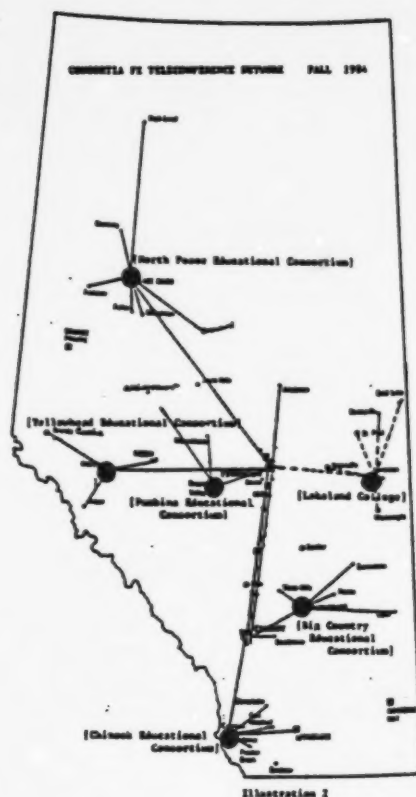


Illustration 2

Emergence of Problems

The "telenetwork" appeared in concept to be a relatively easy system to put into place. The next five months would prove that perception to simplistic. The complexity of the technology was compounded by the jigsaw puzzle of vested interests that had to be put together in a workable arrangement. With a fast receding economy, the concept of launching an untested system at considerable cost did not receive enthusiastic support from many educators. Successful collaboration would involve strong creative support particularly as the system was bound to affect educational issues such as autonomy, control and self-determination.

Each Consortium was in a different stage of development and the ability to support such a system varied greatly. The experimental efforts of the various institutions in teleconference delivery were at varying stages of development and generally lacked internal support. Provincial funding was beginning to focus on collaborative projects but the implications of such an integrated venture had very few precedents. Mechanisms for collaboration between educational organizations had not been formally established. As this network would require considerable cooperation, precedents would have to be forged as planning progressed.

Roadblocks

Criticism mounted as the planning proceeded, with many of the potential system participants being the most vocal. At senior institutional levels, the enterprise was viewed as premature since the only test had been through the Big Country Educational Consortium the previous year. Institutional course and program development was not in a comprehensive state of readiness. The organizational part of the system appeared to be preceding course development. The fabric of the network was being challenged enough to threaten a collapse almost continuously throughout the first months of planning.

Fortunately, a number of people who had experienced the frustrations of a piecemeal approach, understood that an interactive audio network could not be effectively developed on the existing telephone system. Without a controlled network, there would not be sufficient support or participatory mass to make electronically delivered courses acceptable to the learner or economically feasible to the educator. It was quite clear that the situation required a "ready, fire, aim" philosophy rather than the traditional "ready, aim, fire" approach.

Averting Failure

To achieve the momentum necessary to get the system up and running, the planning became directed by the initiatives of two people. Gaining support, on the other hand, required that every meeting included representatives from any institution that could possibly have a participatory interest. From an original group of four, meetings swelled in attendance to 40 and more people.

At every planning meeting, confusion developed as those persons coming on stream had questions that had been asked at every preceding session. Much as it would have been wise to provide new attendees with a private orientation, such meetings were viewed with suspicion as there was growing concern that there was a Machiavellian process taking place. This pressure seemed to emerge as administrative groups at the senior levels of the institutions became slowly aware of the proposed system. To make matters more suspect, the design of the technological system had to be continuously updated as new ideas became inserted into the knowledge pool. Everything appeared to shift from meeting to meeting in a constantly changing pattern causing confusion with even the most informed participants.

In Retrospect

It is usually at this stage of managing a change process that the purpose gets muddled and very often, lost. Once that happens, the vested interests of all the individual parts become paramount and the synergy needed for success does not evolve. This venture suffered the beginnings of such a collapse. Behind the scenes, clandestine meetings were being held and the resulting conflicts seemed to begin to stroke the self-destruct button. Questions surfaced from every participant as to the control of the system, ownership of equipment, priorities for use between institutions and the appropriateness of the system being developed by the consortia, the newest "kid on the block".

No Time to Slow Down

Inevitably, to get mired in these questions would bring the process to a halt. An attempt was made by the Senior Academic Officers group of the institutions to bring the process under its wing where the planning would be managed more consistently with institutional priorities. The key "movers and shakers" then decided to move the process to a decisive focal point in order to determine if there was any opportunity for success. Criteria were set for an implementation decision. After this date, the "boat was leaving the dock with those on board" if the criteria were met or the process would be aborted.

Back on Track

Once again the planning moved on, but this time, with alacrity. The moment of decision arrived and the worst scenario possible occurred. All criteria but one had been met and that one was the decision which would affect the comprehensive agreement for funding. It has been assumed that every consortium would favour such a system. Two approved, two reluctantly supported the proposition and one chose not to participate. The process was hung up on the "Musketeers" conundrum - all for one and one for all.

The decision was to forge ahead in planning without the guarantee of funding. At this point in the process, a feeling of ownership of the system by the participants took over and the momentum shifted toward implementation. The committed participants went about their tasks of putting up on air more than 35 courses that would eventually seek out approximately 1000 learners within a short period of six months.

What's it all Worth

Perhaps it has become noticeable that there has been almost no mention of learners. That is probably the result of the incredible number of problems that educators raise when change is on the horizon. The "telenetwork" participants assumed that the transcending purpose of assisting learners was implicit. However, the needs of learners are creating much greater concern. What is evident from the first trial run is that the marketplace will measure quality of content and effectiveness of delivery.

No matter how much educators feel that quality control rests at their end, in the long run, electronically delivered education will depend totally on the satisfaction of the learner. While educators talk about delivery as being the deciding factor, the learner talks about relevance. The educator worries about ensuring quality and standards while the learner talks about satisfaction. Providing credit for knowledge is the focus of the educator while the learner worries about usefulness of the experience.

The difference between an electronic course and a classroom course is in the nature of the relationship between the instructor and the learner. In a face-to-face encounter, the skill of the teacher is perceived as the governing factor. In an electronic situation, it is the skill and independence of the learner that predominates.

If the foregoing description is accurate, then, electronics is going to change the context of the educational interchange. The learner is going to have greater control. The sophisticated and electronically experienced rural people will selectively demand relevance in exchange for their time commitment. The distance involved between the learner and the deliverer is so great that the demand for local organization will increase as the learners' need to influence the options grows. The rural community lives by the personal approach to the systems affecting them. Outside organizations will not be able to connect to them as learners unless a locally responsive mechanism is developed in tandem with the electronic delivery system.

A Principle of Local Organization

The "telenetwork" has accepted the premise of local organization as one of its founding principles. The consortia not only provide this mechanism of local organization, but have taken it one step further: Each learning centre is a decentralized organizing unit. The learners are grouped for sessions at a public community facility under the coordination of a local teaching assistant. The promotion of offerings is undertaken both regionally and within the local community. Feedback on needs is generated from the learners through the supporting consortium and to the delivering institution. These communication channels are formalized in order to be as responsive as possible.

The role of the consortia is unique. Each consortium does not do any programming of any type. Instead, the preferred role is to engage the learner as individually as possible, to assist in defining learning needs and to facilitate the contracting of resources to meet the needs. In essence, the consortia bring the learners into direct relationship with satisfactory resources and then become removed except to ensure that all possible support is provided to complete that contract between educator and learner.

In terms of this goal, the consortia:

1. Provide the electronic network.
2. Develop the local organization in each community.
3. Provide mechanisms to assess needs.
4. "Bridge" or provide a collecting function in communication both electronically and around content between learners and educational providers.
5. Ensure that the process continues to be managed in a fluid and consistent manner.

Observations

As the first year of the system winds down, it has become clear that audio interaction is the basis for an electronic system of learning. However, there are a number of technological problems not the least of which is telephone line quality. The listener does not endure poor reception well. Each bridge that is used in a network amplifies the audio problems in the same proportion that it amplifies the voice. Only the more modern equipment can keep the interference to an acceptable level. The entire telephone system is challenged by such a network since it is most likely the case that older equipment exists in rural areas.

A second problem is inadequate communications and training at the local organizational level. People do not tolerate electronic machines well when they do not appear to be doing what was intended. The result is that human error can thoroughly disrupt a course to a degree that the learner develops an antagonistic response to future possibilities. Patience is not a virtue when it comes to electronic systems that are supposed to work. The more likely response is panic as the local organizer quickly exhausts the alternatives in problem analysis. Those people in the system that would have the electronic revolution extend to the individual in the home have never experienced the isolation of a rural area when systems do not respond. It is often better to do without than to become semi-dependent.

Simplicity is the most affective factor to overcome the resistance that people develop to electronic media in learning. If technical detail is kept to a minimum and personal interaction is maximized, then the learner is more likely to focus on the content. The major concern is that learning is not simply a process by which information is transmitted.

Therefore, the teleconference provides one part of the process. It is becoming more realistic to consider that the integration of information occurs through learner to learner interaction. It is possible to visualize that this process could be stimulated by trained teaching assistants at each site. While they are not considered part of the information delivery, they could very well provide the facilitation that would assist the participants to discuss and develop analytical skills.

It is here that the educators have become quite leary. Some have even declared that it would be better not to have this type of role in place as it affects the teacher-student relationship. It is possible that these facilitators would usurp the role of the lecturer/instructor and undermine the quality of the educational standard. It remains a paradox that to add this dimension is viewed as detracting from the teleconference course.

Changes

The line is slowly being drawn between educator and learner needs. Course participants are able to move from one institution to another quite easily on this network. The participant is evidently able to be selective around content and the source is becoming much less important. The very nature of the "telenetwork" will make choices available in the rural area that would require travel between institutions to acquire the same result in urban communities. Electronics will produce a quantum leap in rural areas potentially providing access to institutions across the province and perhaps even continentally within the visible future.

The Next Steps

Another stage of development began to emerge at the same time as the "telenetwork". An integrated system combining interactive audio, interactive digital and one-way video transmission was designed in Alberta.

Here was an opportunity to build on the "telenetwork" by adding simultaneous interactive digital communications and a uni-directional television transmission. Each teleconference course would be able to have learning materials and graphic demonstrations of the concepts presented by voice. Even testing and research for the participants could become an integral function.

The system being proposed would literally give entire communities access to a collaborative computer network for recreational, commercial and educational needs. The immediate scenario challenging the imagination is one whereby an individual could attend any teleconference course, bringing his/her own keyboard and TV monitor. Then, it would be possible for the participant to continue working at home on the same material, research through data bases and confer by voice with the others in the course all from the same keyboard and TV set.

The first developmental phase is in preliminary negotiations and is targeted on a community of 7500 people in rural Alberta. The partners in the project will probably come from education, advanced education, community television, commercial interests, industry and the local development corporation.

Once again, advances in electronics have outstripped our conceptual readiness to act. The next steps will undoubtedly make learning much more accessible to the individual. However, the role of education is likely to be one of considerable shift in emphasis from on-campus delivery to a blending of facilitating learners and supporting widespread delivery of educational opportunity wherever the learners may be living.

Conclusion

The success of the "telenetwork" does not lie in the technology. Nor does it reside in the funding as so many educators would have us believe. The results rest on the manner in which the human chain chooses to inter-connect without having to control the outcome. One benefit of this network is that its scope is larger than the capacity of any one of the participants to govern it. As a result, it has emerged as a decentralized system that operates because of its parts rather than in spite of them. The essence of the organization is that each part has its own area of fulfillment. It is only the grey areas that are causing the most conflict but they can be readily resolved as communication improves.

In the final analysis, every enterprise is determined by its results. The ultimate sense of purpose has to transcend feelings or any organization will collapse under its own weight. Even the use of technology is only a means in itself.

Inevitably, everything is geared toward the learner and the maximum form of educational experience possible within the resources available. It is that learner who eventually must govern access to the information needed to make progress in life. It is how the individual decides to use learning that is crucial. These decisions will be based upon which perception of reality that person has learned to value and therefore has allowed to govern her/his behaviour. In other words, the underlying core of society rests on how informed those decisions are.

The future rests, to some degree, with the ease by which education assists learners to acquire the tools to access information. Interactive audio, digital and visual technologies are three of the most significant techniques. Expert use of these technologies will provide the learner with instantaneous access to the myriad of information sources needed today. Educators can best serve the learner by assisting in developing multiple use of such systems as well as constantly refining the learner's ability to access knowledge. The majority of us do not need to be technicians but all of us require to become expert learners.



AL WHITTALL
EXECUTIVE DIRECTOR
BIG COUNTRY EDUCATIONAL CONSORTIUM

ALSO INCLUDED IN THIS BRIEF WAS A PAPER ENTITLED: "PRAIRIE WATER: A PUBLIC INTEREST GROUP'S RESPONSE: FEBRUARY 25, 1985." IT IS NOT INCLUDED HERE FOR REASONS OF SPACE.

BRIEF FROM THE
BIG COUNTRY EDUCATIONAL CONSORTIUM (II)

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

APRIL 29, 1985

April 28, 1985
Submission to:
Minister's Advisory Committee
Further Education
Jasper, Alberta

287

From: Al Whittall
Executive Director
Big Country Educational Consortium

CONSORTIA AS LEARNING ADVOCATES

Further to the letter and papers the Committee has received from me previous to this date, I would like to briefly focus on some of the unique results developing from the Consortium concept. It is hoped that the Committee will communicate to the Minister how creatively the Community Consortia are able to act on behalf of the learners in the rural areas. For those involved in this venture, it is important to see that the Consortium concept will continue to be reinforced publically as often as possible.

PRINCIPLES OF ORGANIZATION

1. The Consortium system was conceived as an assessment and facilitating network that would have no program of its own but would bring learner needs together with educational resources and services.
2. A second characteristic was that the Consortia would enable learners to participate as close to their homes as possible.
3. The third guideline was that the Consortia would be composed of the institutions that would deliver services to the rural people needing formal advanced education.

FLEXIBILITY

The results, when viewed in the context of all Consortia, show that the original concept had considerable understanding of the special needs of rural people

1. The Consortia are set up on such a flexible model that they can respond to learning needs in almost any manner that can be devised. Each Consortium can respond locally by shifting its own resources where the needs emerge.
2. At the same time, all five Consortia can resolve specific needs by moving resources between Consortia.
3. The true test of flexibility is the manner in which the Consortia as a group are able to blend their resources and develop provincial systems such as the Telenetwork and the Micro network which I have previously described to you.

FORMAL COLLABORATION

The second aspect of the concept is the manner in which the institutions making up the Consortia membership have the attitude that the Consortia are "us". This factor alone has produced collaborative efforts of unique dimensions in all five Consortia. The Compuvan in Peace River, the blended Business Administration programs in Big Country, the computer system in Yellowhead, the computer-managed learning in Chinook and the oil-patch training in Pembina are only a few of the examples that could be outlined here. Essentially, the creation of the Consortia made formal cooperation happen where little had occurred naturally due to the many other pressures on the institutions.

Whittall submission

Minister's Advisory Committee
Further Education
April 28, 1985

LEARNING ADVOCACY

The Consortium involves primarily assessment and program facilitation. Because Consortia do not program, each is free to advocate learning both to the provider and the learner.

By this advocacy, it is not meant that Consortia only promote pre-packaged programs. Often it is our role to understand what the learner needs and how best the learning can take place.

The Consortia are then in a position to propose approaches to the provider. At the same time, we are also able to assist the learner to see what may have to be done in order to be successful.

The consultative role of Consortia can be developed since we do not have the vested interests of either the provider or the learner. The confidence that is emerging as a result of this advocacy function is making in-roads. Where rural learners were once reluctant to become involved in the formal side of advanced education, the attitude is strongly shifting toward the receptive side as the numbers participating demonstrate.

DEVELOPMENT

At the same time as the rural learner is attaching greater importance to formal advanced education, so too are the rural communities challenging previous notions about their learning needs. So much is that in evidence, that the Consortia in a number of different ways, are beginning to bring resources to bear on the developmental needs of rural communities.

Recently, the Big Country Consortium developed a formal consultative policy which would make it possible for such work to take place and be evaluated for effectiveness.

Essentially, the BCEC has become a catalyst in educational processes which involve soil and water management, community economic development, social service planning, community needs assessments and organizational development.

The resources used involve staff time, computers, word processors, accessing grant programs, part-time coordination, facilities and organizational consulting.

EXPRESSED NEEDS

Three years ago, learning advocacy had a different meaning than it does today. Then, the expressed needs were much closer to the programs available. As we move further into the hearts of our Consortia communities, the needs that are surfaced are much closer to day-to-day development.

As such, the needs are changing with great rapidity. With our ears to the ground, each Consortium can play a significant role in servicing both the macro and micro learning needs of the rural people of Alberta.

CONCLUSION:

The wisdom of the policy of the Department in establishing Consortia has proven to be profound. Rural Alberta now boasts of two exceptional systems of advanced education - the other being Further Education. It is the desire of all rural people to congratulate the Department for introducing both policies. It is our hope that both successes will continue to be given strong political support.

BRIEF FROM THE
LEDUC FURTHER EDUCATION COUNCIL

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

APRIL 29, 1985

April 23, 1985

BRIEF: TO MINISTER'S ADVISORY COMMITTEE ON FURTHER EDUCATION

The Leduc Further Education Council wishes to express its support of Advanced Education's continued establishment of policies which recognize the need for each Further Education Council to be unique.

The Leduc Further Education Council has flourished in an atmosphere of independence, facilitating Council's ability to adjudicate requests on their individual merit within the flexible guidelines from Advanced Education. Although this freedom to disseminate funds and other resources has improved over the past two or three years, we feel that each Council should receive its grant in a lump sum rather than a program and administration grant. This process would enable our Council to budget according to our community's needs, therefore providing funds, leadership, administrative support services and counselling in the appropriate proportions. Our Council accepts the responsibility and accountability this system would encompass, ensuring overexpenditures would not occur. Our desire is to facilitate maximum effectiveness of the entire grant allotment.

The Leduc Further Education Council has determined its direction, set priorities, and committed its resources to attain its goals according to the community's specific needs.

If Advanced Education is the lifeblood of these local programs then the Further Education Councils are the heart which pumps the blood to where it is most needed.

On behalf of the Leduc Further Education Council I would like to thank you for your time and continued support. I trust our suggestion will receive your careful consideration.

Respectfully submitted,

Len Manuel

Len Manuel, President
Leduc Further Education Council
Box 401
Leduc, Alberta
T9E 2Z3

VERBAL BRIEF FROM THE
EDMONTON ASSOCIATION OF
CONTINUING EDUCATION IN RECREATION (EACER)

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

APRIL 29, 1985

Verbal Submission To:
Minister's Advisory Committee On Further Education
Jasper, Alberta

April 29, 1985

Orval Henderson, Chairman of the Edmonton Association Of Continuing Education In Recreation (EACER) presented a Verbal Brief describing the advantages EACER has to offer to Further Education in the Province. There are more than 30 EACER members in Edmonton. In 1984, the EACER Committee began to review its 15 year history, and by October, 1985 will have a Brief available to present to the Advisory Committee and to the Alberta Association For Continuing Education on models for lifelong recreational learning in urban centres. Until now, so much effort has gone into recreational programming that EACER has not had time to establish its visibility.

Mr. Henderson, said that he believed in and could see the results of the Committee's work, and wished to congratulate the Minister on his achievements in the field of Further Education.

VERBALLY SUBMITTED BY:
ORVAL HENDERSON
CHAIRMAN

BRIEF FROM THE
NORTHERN ALBERTA LEARNER'S NETWORK

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

APRIL 29, 1985

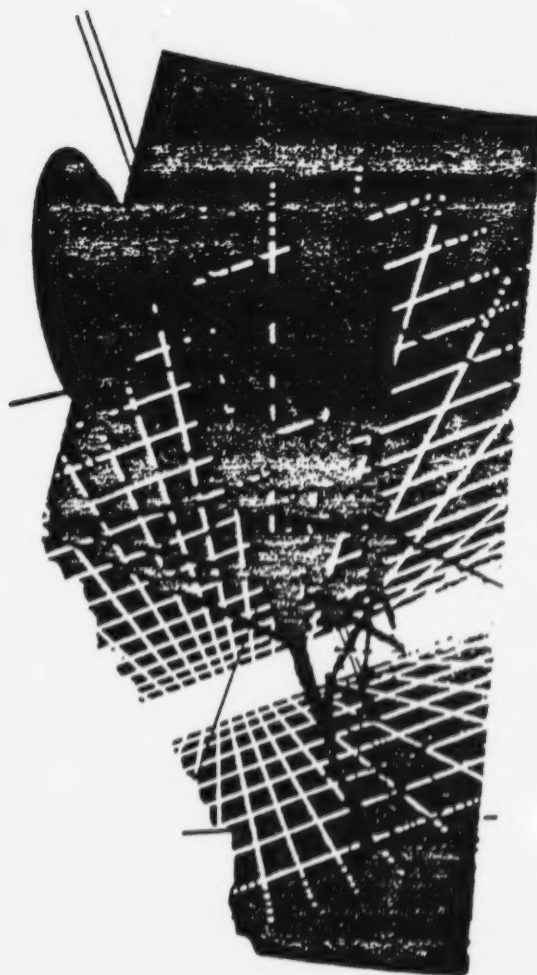
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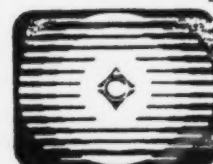
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Northern Alberta Learner's Network

PROJECT DESCRIPTION



Alberta
Vocational Centre
Grouard



NORTHERN ALBERTA LEARNER'S NETWORK

PROJECT DESCRIPTION

Draft

April 1985

The Northern Alberta Learner's Network (NALN) is a project aimed at providing a variety of distance education courses and services to adult learners in Northern Alberta. The NALN is the first attempt at providing a comprehensive and integrated approach to distance education utilizing many of the emerging electronic communication technologies. The ultimate objective of the NALN is to provide quality educational experiences, independent of distance and time, within the learner's community at a time convenient to the learner.

Target Audience and Problem Description

- A. There are a large number of persons living in rural and small town locations in Northern Alberta who have not completed their basic education. The Early School Leavers' Report (1984) commissioned by the Northern Alberta Development Council (N.A.D.C.) addresses many of the problems experienced by students who have not completed their education. This report defines early school leavers as "a student who left school before completing the minimum requirements for a Grade 12 diploma and who did not enroll immediately in a post-secondary, academic upgrading, correspondence or apprenticeship program." Between 85 and 97 percent of students in remote and isolated communities are included in this group. The lack of educational facilities beyond junior high school level within local communities was found to be a significant factor in the students' decision to leave the formal education system. (Refer to map)
- B. A number of educational institutes including, Alberta Community Vocational Centres, are attempting to provide educational services to these students. The most common delivery method at present is to

NORTHERN ALBERTA LEARNERS NETWORK - PROJECT DESCRIPTION

provide an instructor in a small, one or two room centre and utilize the Alberta Correspondence School materials. This mode of delivery suffers from lack of opportunity for students to take a variety of courses, lack of instructional expertise, lack of social and peer contact for instructor and students who have difficulty with the self-motivation needed for successful completion of correspondence lessons.

- C. Beyond high school programming, there is very little opportunity for the target clientele to receive any post secondary instruction or Continuing Education or Further Education programming such as self-development, hobby or personal interest courses. This is mainly due to the costs and distances involved in providing courses in widespread and isolated locations.
- D. Professional and paraprofessional personnel in isolated locations in Northern Alberta also suffer from lack of access to training and professional development courses.

Proposed Solution

The Alberta Vocational Centre, Grouard, and the Community Vocational Centres, Slave Lake, propose to develop an educational network (NALN) which will provide courses to groups and individuals via a combination of electronic and traditional channels. This network will be accomplished through a community-based delivery system which can deliver quality high school courses and can match the other educational needs of local citizens with the many educational services of Alberta's universities, colleges, AVC's, and technical institutions.

It is proposed that six centres, located at existing Alberta Vocational Centre, Grouard, and Community Vocational Centres sites, be staffed and equipped as NALN centres (see map) and that additional network support and facilities be maintained at Alberta Vocational Centre, Grouard, and Community Vocational Centres, Slave Lake.

NORTHERN ALBERTA LEARNER'S NETWORK - PROJECT DESCRIPTION

Network staff will be hired to:

- coordinate courses
- develop NAPLPS graphic material for teleconferencing support
- develop locally relevant Computer Assisted Instruction using PLATO and other Courseware Authoring systems
- develop and deliver teleconferenced courses
- assist and advise learners at the local centres
- provide vocational counselling, tutoring and computer literacy training

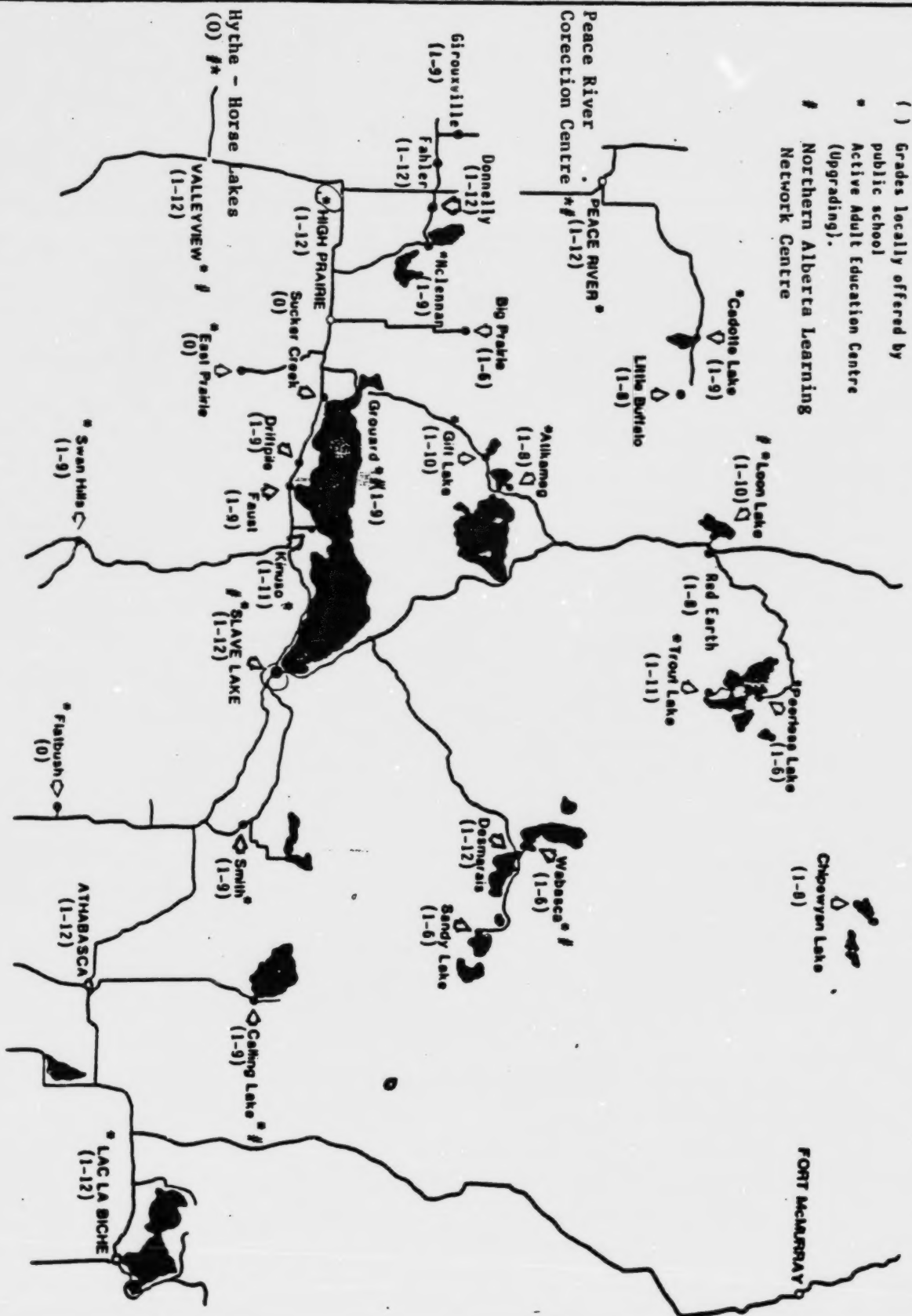
Each centre will be equipped to provide for:

- Teleconferenced courses and seminars
- Graphic and text delivery to enhance teleconferencing and provide access to educational and commercial data bases
- Computer Assisted Instruction delivered from PLATO computer systems
- Computer Assisted Instruction from on-site courseware
- Computer Managed Instruction controlled by local centre micro-computers
- Satellite reception of educational Television and accompanying instruction
- Electronic mail for communication
- Video tape and video disk courseware

Conclusion

The NALN is designed to be extremely flexible and thus can serve as a delivery vehicle and testing ground for a wide variety of educational institutes, services, and delivery methods.

The need for this type of project has been documented for a number of years and yet active projects and research studies have been minimal. It is important that educational institutes and groups make use of and analyze the effectiveness of new technological tools if we are to fulfill our mandate of providing high quality education to all citizens of Alberta.



VERBAL BRIEF FROM THE

RED DEER COLLEGE

SUBMITTED TO

MINISTER'S ADVISORY COMMITTEE

ON FURTHER EDUCATION

APRIL 29, 1985

Verbal Submission To:
Minister's Advisory Committee On Further Education
Jasper, Alberta

April 29, 1985

Dr. Ed Luterbach, President of Red Deer College, provided a verbal update on the Brief submitted to the Advisory Committee at the Alberta Association For Continuing Education Conference in October, 1985. The College was proceeding as a convinced supporter of Further Education Councils, not as a competitor. It was addressing the needs of part-time, lifelong, adult learners, and improving access to its programming for such individuals both on and off campus. It was also planning the further development of partnerships between the College, business and other groups, and working hard at implementing an educational delivery service system that met each client's needs more closely. Dr. Luterbach reported that the College had achieved a dramatic growth in Continuing Education activities, and had recently received a \$1.4 million grant for work in this area.

VERBALLY SUBMITTED BY:

DR. ED LUTERBACH
PRESIDENT

VERBAL BRIEF FROM THE
COUNTY OF STRATHCONA FURTHER EDUCATION COUNCIL

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

APRIL 29, 1985

Verbal Submission To:
Minister's Advisory Committee On Further Education
Jasper, Alberta

April 29, 1985

In a verbal presentation, Anne Ryan, Chairperson of the County of Strathcona Further Education Council, reported the results of a partnership between Strathcona and ACCESS which had developed a new six hour course for orienting and training new instructors. This action had followed up on recommendations to this effect made by the Further Education Council to the Advisory Committee at the October, 1985 hearing in Red Deer. The course had been opened not only to present and future instructors but also to the general public. It had proved popular, drawing a full class and also a waiting list of 12.

A follow-up evaluation from 15 instructors was very complimentary, and produced requests that the course be held on weeknights, that it contain more information on audio visual teaching, that more training be given on setting instructional objectives, that a "network" system for instructors be developed, that the course be offered on a "constant intake" basis for ten to 12 weeks, and that follow-up readings on motivation be provided.

Ms. Ryan was interested in a province-wide system by which instructors could be helped to upgrade their knowledge and skills.

VERBALLY SUBMITTED BY:

ANNE RYAN
CHAIRPERSON

VERBAL BRIEF FROM THE
COUNTY OF ATHABASCA FURTHER EDUCATION COUNCIL

SUBMITTED TO
MINISTER'S ADVISORY COMMITTEE
ON FURTHER EDUCATION

APRIL 29, 1985

Verbal Submission To:
Minister's Advisory Committee On Further Education
Jasper, Alberta

April 29, 1985

Mari-Agnes Cardinal of the County of Athabasca Further Education Council noted that she was happy to see women and Native people represented on the Minister's Advisory Committee. Her question was brief: Are the Departments of Education and Advanced Education looking at the advantages and possible disadvantages of establishing, as an incentive, a system of tax credits for volunteer instructors?

Committee members responded that so far as they were aware, this was not the case. However, they were very interested in the concept. Ms. Cardinal was strongly encouraged to put her verbal presentation into the form of a written Brief, and to submit it to the Advisory Committee for further consideration.

VERBALLY SUBMITTED BY:
MARI-AGNES CARDINAL